

VACANCY

Teacher of English and Exams Lead with TLR2

Are you an English teacher who believes *every* young person deserves a second chance?

Do you thrive in environments where relationships matter as much as results—and where teaching can genuinely change lives?

We are seeking an exceptional, compassionate, and resilient Teacher of English to join our dedicated team at Kickstart Academy, a dynamic and nurturing Alternative Provision supporting students who have experienced barriers to learning in mainstream education.

This post has a Teaching and Learning Responsibility (TLR) for Exams Leadership. The successful candidate will be responsible for the strategic leadership, management and delivery of all examinations, internal assessments and statutory tests. The post holder ensures that examinations are conducted in full compliance with awarding body and JCQ regulations, and that systems support fairness, accuracy and positive outcomes for all pupils.

Why Join Us?

- **Impact lives daily:** we help students re-engage with learning, rebuild confidence, and develop essential life skills.
- **Be part of a passionate team:** work alongside skilled professionals committed to restorative approaches, trauma-informed practice, and inclusive education.
- **Every day is different:** support students with complex needs in a setting that values creativity, flexibility, and humour.
- **Ongoing development:** access high-quality training in behaviour support, SEMH, SEND, and de-escalation techniques.



We are looking for someone who:

- Builds strong, trusting relationships with young people.



- Has experience supporting students with social, emotional, and mental health needs (SEMH) or those at risk of exclusion.
- Is calm, patient, and consistent – even in the face of challenge.
- Works collaboratively and supports the vision and values of our school.
- Is committed to helping all students access education and achieve their potential in English.
- Has previous experience of middle or senior leadership within a secondary school or alternative provision.

In return, we offer:

- A supportive and forward-thinking leadership team.
- A culture of care, respect, and ambition.
- Opportunities to contribute to whole-school development.
- Opportunities for development.

Why Join Us?

At our school, staff wellbeing isn't an afterthought – it's at the heart of how we work. Here's what you can look forward to:

- A culture of warmth and growth – work-life balance isn't just a slogan; it's how we practice every day.
- Free breakfast & hot drinks every morning – no rushing, just time to enjoy a calm start together as a team.
- Early Friday finish – giving you time for family, school pick-ups, Friday prayers, or simply to start your weekend early.
- Supportive daily routine – a morning briefing to set the day up for success, and time at the end of each day to reflect, share, and leave work challenges behind.
- Personal & practical touches – staff lockers for your belongings and reserved parking bays so your mornings are stress-free.
- Compressed hours & term-time-only contracts – meaning more annual leave than the statutory minimum to spend with family or on hobbies that matter to you.
- Flexible and compassionate approach to absence – because we know family comes first.
- Commitment to your growth – funded CPD and guaranteed professional development days to help you flourish in your career.
- Complimentary Staff Wellbeing Advisory Service (SAS) – offering confidential support via the app or telephone/email for physiotherapy, counselling, nurse support, and other wellbeing services.

Who are we:

Kickstart Academy is a key stage 4 (years 10 and 11) alternative provision based in Telford and became part of the Learning Community Trust in September 2023.

We provide learning programmes for 60 students who are referred from within the Telford and Wrekin area. This referral takes place through the well-established Fair Access Process (FAP), due to behaviour concerns, being at risk of permanent exclusion, or those that are permanently excluded from school.





We pride ourselves in supporting students with a wide range of special educational needs, including SEMH difficulties, language and learning needs and neurodevelopmental conditions, such as ASC and ADHD. The support students receive from the academy is intended to support our students to return to mainstream education. Where this is not viable, students remain with us, and we look to achieve the best possible outcomes for them.

Our ethos at Kickstart is for students to learn and develop as a young person in the most positive way possible, we pride ourselves on giving students the opportunity to better themselves.

The structure places our students at the heart of every decision and it is this principle that allows us to fulfil the vision for Kickstart. Our students have a lived experience where they are supported beyond the norms, where therapeutic care and support holds equal priority to that of the academic curriculum. We want our students to 'buy back in' to their education, see its value and strive to meet their potential.

To support the delivery of such an ambitious curriculum and therapeutic approaches, the academy has developed a strong staffing body that care deeply for each and every student. The academy is developing its staffing in line with the new demands of the curriculum, and this is an exciting time to join the provision as we shape roles and responsibilities. We have an established delivery team of teachers who are complimented by strong, dedicated support staff who always place the needs of the student first. Our wider staffing body of behaviour, pastoral and therapeutic staff combine to provide a team around the student.

Purpose of the role:

You will be responsible for delivering high-quality English education at Key Stage 4, ensuring that all pupils are placed on the most appropriate pathway to achieve success.

This includes:

- GCSE English Language
- Functional Skills English (Entry Level – Level 2)
- Targeted literacy intervention and catch-up for students working significantly below age-related expectations.

As TLR holder, you will lead whole school literacy and the strategic development of English pathways across the academy, ensuring consistency, rigour, and high expectations. You will also be the exams lead.

You should be an enthusiastic and committed professional who is flexible and reliable and able to work on your own initiative, with the ability to establish effective working relationships at all levels, particularly as a member of a team. You should have the relevant skills and personal qualities such as being dynamic and proactive to undertake the range of duties and the ability to work accurately and consistently.



What's included:

- Permanent contract.
- Full time Monday to Friday
- Main Pay Scale/ Upper Pay Scale/ TLR
- Continuing Professional Development
- Local Authority Pension Scheme

This is more than a job – it's a calling. If you're an outstanding practitioner ready to inspire, support, and champion young people who need a second chance, we'd love to hear from you.



If you have been interested in this advert but are not sure if your skills meet the requirements, please get in touch. Transferrable skills are highly valuable, particularly if you have lived experience of working in high pressured environments where you have worked collaboratively to reach a positive outcome for young people.

Visits are warmly welcomed. To arrange a visit or request more information, please contact Dawn Rogers on 01952 951413 or email dawn.rogers@lct.education.

GENERAL DUTIES AND RESPONSIBILITIES

Teacher of English and Exams Lead (TLR)

English Curriculum

- Lead and develop Key Stage 4 English pathways, including GCSE and Functional Skills routes.
- Ensure appropriate assessment, accreditation and progression for all pupils.
- Quality assure English curriculum planning, schemes of learning and resources.
- Track pupil progress and ensure clear evidence of impact.
- Support colleagues to embed literacy across the curriculum.
- Liaise with senior leaders to ensure English outcomes support reintegration, post-16 transition and accreditation.
- Deliver engaging, well-structured English lessons tailored to learners with SEMH needs.
- Adapt teaching to meet a wide range of needs including SEMH, SEND, ASC, ADHD and literacy gaps.
- Use trauma-informed and relational approaches to promote engagement and regulation.
- Prepare pupils effectively for exams, controlled assessments and Functional Skills assessments.
- Build strong, trusting relationships that encourage attendance and participation.
- Maintain high expectations for behaviour, effort and achievement.
- Carry out baseline assessment of literacy and reading age in liaison with the SEMH and Intervention Lead.
- Identify barriers to learning and implement targeted English interventions in liaison with the SEMH and Intervention Lead.
- Use formative and summative assessment to guide planning.
- Maintain clear records of progress and outcomes.
- Contribute to review meetings, reports and multi-agency discussions where required.

Exams Lead (TLR)

- Provide strategic leadership for the planning, organisation and delivery of all examinations, assessments and qualifications.
- Keep up to date with JCQ, awarding body and statutory guidance, ensuring full compliance at all times.
- Advise senior leaders on examination developments, risks and implications for curriculum and assessment.
- Contribute to whole-school standards by analysing examination data and supporting improvement planning.



- Oversee the full examination cycle, including entries, timetabling, access arrangements, conduct of exams, and results days.
- Ensure robust systems are in place for exam administration, security of materials and data protection.
- Line manage and support the Exams Officer and any associated staff, ensuring clarity of roles and accountability.
- Develop and maintain accurate exam policies, procedures and contingency plans.
- Lead on access arrangements in collaboration with the SENDCo, ensuring pupils receive appropriate support in line with regulations.
- Monitor reasonable adjustments and ensure evidence is robust, compliant and up to date.
- Promote equity, fairness and inclusion within all examination processes.
- Ensure the school meets all regulatory requirements and is inspection-ready for exam-related audits.
- Lead investigation and reporting of any exam-related incidents or malpractice, following JCQ guidance.
- Quality assure internal processes to minimise risk and uphold the integrity of examinations.
- Oversee results days, including checking results, managing post-results services, and supporting pupils and families.
- Analyse outcomes to identify trends, strengths and areas for development.
- Communicate clearly and professionally with staff, pupils, parents, awarding bodies and external agencies regarding exams and assessments.
- Provide training and guidance for staff involved in assessments and examinations.
- Support colleagues to understand examination requirements and assessment changes.
- Model high standards of professionalism, organisation and attention to detail.

The Exams Lead ensures that:

- Examinations are delivered smoothly, safely and compliantly.
- Pupils are supported to achieve outcomes that accurately reflect their ability.
- Staff have confidence in systems and procedures.
- The school maintains a strong reputation for integrity and standards.

Core Teaching Responsibilities

- Set high expectations which inspire, motivate and challenge pupils.
- Promote good progress and pupil outcomes.
- Demonstrate good subject and curriculum knowledge.
- Plan and teach well-structured lessons.
- Adapt teaching to respond to the strengths and needs of all pupils.
- Make accurate and productive use of assessment.
- Manage behaviour effectively to ensure a good and safe learning environment.
- Safeguard our pupils.
- Work with parents, carers and families.
- Fulfil wider professional responsibilities.
- Support students in developing self-regulation, resilience, and positive coping strategies.
- Work collaboratively with teaching staff to implement personalised support plans.
- Liaise with families, carers, and external professionals to ensure a holistic approach to student support.
- Monitor and record student progress, behaviour, and engagement.
- Promote a safe, inclusive, and nurturing environment.
- Maintain accurate and up-to-date records, and prepare written evaluations and reports.
- To have a child-centred approach.
- To ensure that child protection concerns are passed to the Headteacher.
- To attend and participate in training as required to meet the needs of students.



- To attend team and staff meetings as required.
- To invigilate exams.
- To engage in an appraisal programme to promote professional development.
- To supervise students during lunch times.
- To supervise students during break times.
- To supervise students coming into and leaving the building.
- To administer first aid and medication as required.
- To undertake any reasonable tasks commensurate with the title and grade of the post.

Professional conduct

- Teachers are to follow the expected Teacher Standards.
- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to teachers in professional position.
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions.
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in way which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.
- Teachers must understand, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The above job description does not define in detail all the duties and responsibilities of the post in question. It may be necessary to re-evaluate areas of responsibility. After due consideration and discussion areas may be amended in consultation with the Headteacher.

PERSON SPECIFICATION

Teacher of English and Exams Lead (TLR)

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified teacher status • Strong subject knowledge of GCSE English and/or functional skills English • Evidence of recent and relevant professional development related to leadership, SEMH, behaviour, or safeguarding. 	<ul style="list-style-type: none"> • Mentoring or youth work qualifications. • Higher Education qualifications in relevant field e.g. English, psychology, SEND, inclusion. • First Aid qualifications. • CPI safety intervention/ Team Teach/ Positive Handling.



<p>Knowledge and Experience</p>	<ul style="list-style-type: none"> • Experience teaching English at Key stage 4 or 5 • Experience of working with children and young people with SEMH needs. • Proven ability to plan and deliver high-quality learning for pupils with additional needs. • Strong literacy skills and ability to model high standards. • Ability to assess and monitor student progress and adapt provision accordingly. • Experience of: supporting pupils with SEN; supporting challenging behaviour; running intervention programmes. • Good understanding of curriculum planning, assessment, and differentiation for SEMH. • Experience in educational or youth settings. • Experience in leadership of a subject with middle or senior leadership accountability 	<ul style="list-style-type: none"> • Experience leading small teams or overseeing support staff. • Experience coordinating or line-managing targeted interventions. • Experience delivering whole-school behaviour or therapeutic programmes. • Understanding of multi-agency working e.g. CAMHS, Social Care. • Experience teaching across KS stages including KS4. • Experience contributing to EHCP processes. • Knowledge of restorative practice.
<p>Personal</p>	<ul style="list-style-type: none"> • Strong interpersonal and communication skills with pupils, staff, families, and agencies. • Ability to build trust and strong relationships with challenging pupils. • Skilled in de-escalation, behaviour management, and trauma-informed practice. • Empathetic, patient, resilient, and adaptable. • Enthusiastic, approachable, and able to motivate others. • Hard-working, flexible, and self-motivated. • Strong organisational and time-management skills. • Ability to work independently and as part of a team. • Ability to take initiative and show creativity in problem-solving. • Commitment to safeguarding and promoting welfare. • Confidentiality and professional integrity. • Good IT skills. 	<ul style="list-style-type: none"> • Ability to lead training or workshops. • Experience engaging hard-to-reach families. • Experience supporting EAL learners or very able pupils. • Coaching or mentoring experience with colleagues. • Experience in community outreach or alternative provision.



KICKSTART ACADEMY

Ready, Respectful, Safe

