



## Lead Teacher of English



Julie Bravo - Principal  
Queensway Academy



**QUEENSWAY SCHOOL**  
**Lead Teacher of English**  
**Salary: MPS/UPR/SEN**  
**Dependent on experience/qualifications**  
**Permanent position**

We are seeking to appoint an innovative and inspiring Lead Teacher of English to join our forward-thinking school. This is a fantastic opportunity to lead an established English team that has achieved so much and plays a central role in our school. English has been a key foundation for our curriculum, with strong outcomes and a cross-curricular approach that supports literacy and communication across all areas of learning.

This post is suitable for experienced teachers and is an exciting opportunity for a dynamic, ambitious, and energetic individual to lead literacy at Queensway as we move forward. You will have the opportunity to direct and lead all aspects of English teaching in Key Stage 3 and 4, ensuring that learning at Queensway is engaging, relevant, and tailored to the diverse needs of our students. Our vision is to develop resilient, confident, happy, and successful individuals through an ambitious curriculum and innovative, engaging teaching and learning strategies.

### **Queensway School**

Queensway is an over-subscribed special school in Telford and was established as an academy in March 2018 when it became part of the Learning Community Trust. It was the result of a merger of an autistic provision which had been linked to HLC Secondary and a SEMH school that required a sponsor and a new start.

Queensway is across two sites – the North site in Hadley is a school for children with a diagnosis of Autism. The school has a PAN of 70 but due to demand for places always has additional students. It is a modern purpose, self-contained building on a lovely site with sensory and quiet rooms as well as a Sports Hall and good outdoor spaces. Queensway North has achieved Autism Accreditation from the National Autistic Society, and our skills and strategies are worthy of their award. The school itself then leads on Autism training both with the Local Authority and some external organisations. Queensway North caters for Key Stage 2 (Y6), Key stage 3 and 4.

The South site, in Dawley, will be moving to a site adjacent to our North site in Hadley in 2026/27. The new state of the art building and the curriculum opportunities it will offer are very exciting. Queensway South is for children with a diagnosis of Social Emotional Mental Health (SEMH).

Both sites offer an extensive curriculum which includes English, Mathematics, Science, Design Technology, Art and Physical Education, Creative iMedia, Engineering, Forest Schools, Motor Vehicle, Hair and Beauty, Duke of Edinburgh and Photography. We have also introduced Independent Living and Life Skills. Social skills/education permeates through the curriculum on both sites preparing our students for life as young adults.

All students are encouraged to take a range of examinations which best meet their needs from the differentiated curriculum which is individually designed by the experienced staff team. The outcomes have improved year on year and in 2025 over 80% of students gained five or more GCSEs at Grade 1-9 including English and Maths which was a significant achievement.

Both sites have their individual teaching teams, support staff and highly experienced Pastoral leads who also lead on safeguarding.

Queensway prides itself on its close working relationships with parents and good communications between home and school happen on a daily basis.

You will join a Trust steeped in a culture of wanting the very best for our children and is very ambitious for its schools. As a school, you will be joining a community that will do anything to make their children's lives successful whilst preparing them for the next steps in their lives. For more information, have a look at our website [www.queensway.school](http://www.queensway.school)

### **Learning Community Trust**

We are very proud to be a part of the LCT. The expertise and skills the staff have across the trust is invaluable in sharing best practice and our experience in working with children and young people with SEND is greatly valued in our mainstream schools. We are the only provision in Telford and Wrekin for students with these needs, all our young people have an EHC plan, and we work with the LA over admissions.

The LCT mission is very simple; we are driven to be an outstanding MAT for our community with a clear vision to provide the best possible education for all the children and young people in our Trust, helping them to be successful in all they do both now and in the future.

The Learning Community Trust was established in June 2017 following agreement with the DfE/RSC to establish a MAT in this community. Not only were we approved as a MAT but we are also an academy sponsor.

Our MAT spans education from 2-year-olds in our nurseries through primary and secondary education as well as specialist provision for autism and SEMH in our school. In addition, we have established a great partnership with Telford College and work with them on post-16 transition and curriculum.

We keep our aims at the forefront of all we do, they represent our values as well as our intentions:

To focus, across our schools, on **excellence** by achieving the best possible educational outcomes for our children and students by engaging and inspiring them, building their resilience and preparing them for work and adult life.

To drive a **collaborative culture** across our schools which drives and supports improvement and develops all our staff as leading professionals.

To provide the highest levels of **care and support** for our children so they can succeed, including those that are the most disadvantaged, vulnerable or with special needs in our community.

To ensure our schools are at the heart of the community they serve and are truly **inclusive** organisations with equality for all across our community.

To engage positively with our families and wider **community**, building partnerships and programmes that develop opportunities beyond the school sector.

We have four strategic objectives which drive our work:

Our learners are engaged and successful  
We have high quality staff across our Trust  
We have a culture of continuous improvement  
Our leadership and Governance is exemplary

The Trust currently has over 4000 students, over 600 staff and we operate a budget of over £23 million, and this makes us a very viable Trust and a significant provider of education in Telford and Wrekin. For more information on Learning Community Trust, please have a look at the website <https://learningcommunitytrust.co.uk>



**Julie Bravo**  
**Principal**  
**Queensway North/South**

*The Learning Community Trust is committed to safeguarding and promoting the welfare of children and young people. All post holders working in regulated activity with children, are required to have an enhanced DBS check (including a check on the children's barred list). References will be required for all shortlisted candidates, prior to interview and these will be checked following the Learning Community Trust recruitment and selection process. In line with the Statutory Guidance Keeping Children Safe in Education an online check will also be undertaken for all shortlisted candidates prior to the interview. Shortlisted candidates will also be required to complete a criminal self-disclosure declaration, posts that involve working in regulated activity are exempt from the Rehabilitation of Offenders Act, please note it is a criminal offence for individuals on the barred list for children to apply for any post working with children. For more information, please refer to The MOJ's guidance on the Rehabilitation of Offenders Act 1974 and the Exceptions Order 1975, for information about which convictions must be declared during job applications and related exceptions and further information about filtering offences can be found in the DBS filtering guide.*

*We are committed to equality and diversity and follow the Safer Recruitment practices as set out in the Statutory Guidance - Keeping Children Safe in Education. For more information regarding our school's commitment to safeguarding, please see our Child Protection & Safeguarding Policy available on our website [www.queensway.school](http://www.queensway.school)*



**TEACHING JOB DESCRIPTION**  
**Lead Teacher of English**  
**Queensway School part of the Learning**  
**Community Trust**  
**Salary Range: Dependent on**  
**experience/qualifications (MPS/UPR/TLR + SEN)**



Background:

Queensway School is part of the Learning Community Trust, and we are seeking to appoint an outstanding **Lead Teacher of English** to join our South Campus. This is a specialist provision for young people with **Social, Emotional and Mental Health (SEMH)** needs, situated on a pleasant and well-resourced site in Dawley. During 2026/2027 the position will move to the new build in Hadley.

We are a successful and over-subscribed school, taught by a team of specialist teachers and support staff. Students learn in small classes with a teacher and teaching assistant model to maximise engagement and individual support.

We are seeking to appoint a **Lead Teacher for English** to join our committed and specialist team. This is an excellent opportunity for an experienced English teacher to take the next step in their career and lead a high-performing and well-established department. English is a key foundation subject at Queensway, contributing significantly to strong student outcomes and a culture of high expectations.

The successful candidate will lead on curriculum development, teaching standards and student progress across Key Stages 3 and 4, ensuring that lessons are engaging, ambitious and inclusive. We are looking for a motivated and dynamic leader who can inspire both students and colleagues, and who shares our commitment to providing an exceptional education for every young person.

**In return, we offer:**

A supportive, forward-thinking staff community and positive working environment.

A dedicated and well-equipped English classroom, along with a school laptop.

A comprehensive Employee Assistance Programme to support staff wellbeing.

If you are an ambitious and passionate English specialist ready to make a significant contribution to our school, we would be delighted to receive your application.

**Next Steps**

If you would like further information, to arrange a visit to the school, or to have an informal discussion about the role, please contact Mrs Sara Millward, PA to Principal/Office Manager, via email at [Sara.Millward1@lct.education](mailto:Sara.Millward1@lct.education) or by telephone on 01952 951385.

Closing date for applications: Friday 15<sup>th</sup> May 2026

Interviews: Week commencing: Monday 18<sup>th</sup> May 2026 (day to be confirmed)

Please email your completed application form to [Sara.Millward1@lct.education](mailto:Sara.Millward1@lct.education).



**TEACHING JOB DESCRIPTION**  
**Lead Teacher of English**



Name of post holder:

Title of post: Lead Teacher of English – Queensway Special School

Salary: Main Scale + 1 SEN Point + UPR + TLR (depending on experience)

Working hours

195 days per year. Full time. (1265hrs) Permanent

**Terms and Conditions**

- a) The terms and conditions as set out in the current Teachers' Pay and Standards Documents and any orders made under it.
- b) The other terms and conditions set out in the various national collective agreements in force from time to time.
- c) The Local Authority's Rules and Conditions, including any local agreements entered into with recognised trade unions.
- d) The school's Instrument and Articles of Government as appropriate.
- e) All staff may be required to deliver across the Campus to Key Stage 2, 3 and 4 learners.

**Description of general teaching post**

**FOR ALL TEACHERS**

**A teacher must:**

- 1. Set high expectations which inspire, motivate and challenge pupils** - establish a safe and stimulating environment for pupils, rooted in mutual respect set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
- 2. Promote good progress and outcomes by pupils** - be accountable for pupils' attainment, progress and outcomes be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these guide pupils to reflect on the progress they have made and their emerging needs demonstrate knowledge and understanding of how pupils learn and how these impacts on teaching encourage pupils to take a responsible and conscientious attitude to their own work and study.
- 3 Demonstrate good subject and curriculum knowledge** - have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject demonstrate a clear understanding of systematic synthetic phonics demonstrate a clear understanding of appropriate teaching strategies.

**4 Plan and teach well-structured lessons** - impart knowledge and develop understanding through effective use of lesson time promote a love of learning and children's intellectual curiosity set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired reflect systematically on the effectiveness of lessons and approaches to teaching contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

**5 Adapt teaching to respond to the strengths and needs of all pupils** - know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils education at different stages of development have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

**6 Make accurate and productive use of assessment** - know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements make use of formative and summative assessment to secure pupils' progress use relevant data to monitor progress, set targets, and plan subsequent lessons give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

**7 Manage behaviour effectively to ensure a good and safe learning environment** - have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

**8 Fulfil wider professional responsibilities** - make a positive contribution to the wider life and ethos of the school develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support deploy support staff effectively take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues communicate effectively with parents with regard to pupils' achievements and well-being.

### **Personal and professional conduct**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

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 a teacher's 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 ways 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 have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

### **Additional Responsibilities Specific to the Lead Teacher of English**

In addition to the Teachers' Standards and general teaching duties, the **Lead Teacher of English** will have responsibility for leading, developing and improving the quality of English teaching and learning across the school. This includes curriculum development, assessment, and raising standards in English across both campuses.

#### **1. Leadership and Management of English**

Lead the strategic direction and development of English across the school, ensuring it meets the needs of all learners.

Champion high standards of teaching, learning and assessment within the English department.

Coordinate and oversee schemes of work, curriculum planning, and assessment frameworks for English from Key Stage 2 through to Key Stage 4 (including GCSE English Language and Literature).

Support colleagues in embedding literacy across the wider curriculum and promoting a love of reading and writing throughout the school.

Contribute to whole-school initiatives linked to literacy, communication and cultural capital. Ensure that English provision reflects the needs of pupils with SEMH and ASC, promoting engagement and accessible pathways to progress.

#### **2. Teaching, Learning and Assessment**

Model high-quality teaching and learning in English and demonstrate effective classroom management strategies appropriate to SEMH and ASC learners.

Coach and mentor English and non-specialist teachers in effective strategies for improving literacy outcomes.

Monitor and evaluate the quality of English teaching through lesson observations, work scrutiny, and data analysis.

Use assessment data to track pupil progress and identify intervention strategies where underachievement is identified.

Lead moderation and standardisation of English assessment to ensure consistency and accuracy.

### **3. Staff Development and Support**

Support the professional development of staff by delivering or coordinating English and literacy-related CPD.

Act as a source of expertise for staff in planning differentiated and engaging English lessons.

Work collaboratively with subject leads, pastoral staff and external partners to support the holistic development of students.

Promote a positive team ethos and contribute to the wider leadership of the school as part of the extended leadership team.

### **4. Curriculum Innovation and Resources**

Keep up to date with national developments in English, literacy and SEMH/ASC pedagogy. Lead on reviewing and improving English resources, ensuring they are inclusive, engaging and aligned to pupils' needs.

Oversee the management of English budgets and resources, including the library and reading materials.

Drive innovative approaches to curriculum delivery that engage and motivate learners, including creative writing, drama, digital literacy and enrichment activities.

### **5. Accountability**

Report regularly to the Head of Queensway on progress, outcomes, and priorities in English.

Lead and contribute to departmental and whole-school self-evaluation and improvement planning.

Support the school in achieving high standards of literacy across all curriculum areas. Contribute to performance management and the appraisal process for staff teaching English.

**Skills and Competencies**

Proven experience of teaching English to KS3 and GCSE level.  
Demonstrated ability to lead a subject area effectively, ideally with prior experience of curriculum leadership or coordination.

- Strong understanding of the learning needs of young people with Social, Emotional and Mental Health (SEMH) needs and Autistic Spectrum Conditions/Disorders (ASC/D).
- Ability to support and inspire others to deliver outstanding outcomes in English.
- Commitment to inclusive education and differentiated approaches to learning.

**Reporting to (also responsible for Appraisal):**

Head of Queensway

**Review/Appraisal arrangements**

This document will be reviewed at all stages of the appraisal process and in conjunction with the arrangements stated in the campus appraisal policy. However, either party may raise issues at any time that is appropriate.

Signed.....(Employee)

Signed.....(Head of Queensway)

Date.....

An electronic copy of this document will be kept with your personnel records.