

# Braunton Academy



**'Aspire and Achieve'**

**Second in Charge of English  
MPS/UPS Plus TLR2a**

**Required for Sept 2026**

**Closing Date for Applications: 9am on Monday 27<sup>th</sup> April 2026**

**Interviews: 1<sup>st</sup> May 2026**

***Braunton Academy is rated 'Good' by OFSTED***

Barton Lane

Braunton

North Devon EX33 2BP

Tel: 01271 812221

Academy Website: [www.braunton.academy](http://www.braunton.academy)

Email applications: [recruitment@braunton.academy](mailto:recruitment@braunton.academy)

Principal: Mrs F Bowler

Students: Aged 11-16 number on roll: 826



March 2026

Dear Candidate

**RE: Second in Charge of English**

Braunton Academy is a true learning community, which passionately believes in empowering its staff in order to empower its students. As a highly-respected and trusted centre of the local community, we are committed to providing the very best of education to the children of Braunton and its surrounding villages, shaping all of our futures. Supporting both students and their parent/carers, our central aim is to build strong partnerships that recognise and respect the value of learning, investing in and reigniting that true love of learning for all that it can offer our community and provide for our children as masters of their own destiny.

The English Faculty, situated in the newly built English Block at Braunton Academy, is a high performing, successful and committed team aiming for the highest standards in teaching and learning. We seek to encourage aspiration, instil confidence and nurture a love of English in all our students. We consistently achieve excellent Faculty results.

There is an exciting position for a suitably qualified candidate to become Second in Charge of English in our ambitious English Faculty. You will be part of both a forward thinking and successful Faculty. Our Academy has a great history with our community, one of longevity and of success.

Please find enclosed the following information to help you formulate your application:

- Advertisement
- Job Description
- Person Specification
- Academy Mission Statement on Learning and Leadership

I hope that your research leads you to the conclusion that you wish to be a part of our team and, if this is the case, I look forward to receiving your application and working alongside you through this recruitment process.

Yours sincerely,



Mrs Fay Bowler  
**Principal**

# Second in Charge of English

Are you an enthusiastic, motivated and experienced teacher of English looking for the next step in your career?

Braunton Academy is a highly successful and over-subscribed academy, which sits at the heart of its community. Our outcomes are above national average which is recognised in our Ofsted grading and report. *“The school has high expectations for pupils’ academic, social, emotional and physical development. Pupils aspire to achieve well.” Ofsted 2025*

The English Faculty, situated in the brand-new purpose-built teaching space, is a high performing, successful and committed team aiming for the highest standards in teaching and learning. We seek to encourage aspiration, instil confidence and nurture a love of English in all of our students.

## **ABOUT OUR ENGLISH FACULTY**

### **Faculty Vision and Aims**

The English Faculty’s clear and aspirational vision underpins all of the work that we do:

Our mission is to inspire our students to develop a genuine love for English and to use literature as a lens through which they can explore their own identities, values, and place in the world. We aim to nurture our students into becoming lifelong learners by enabling them to experience success through meaningful and engaging encounters with language.

Our curriculum celebrates a rich and diverse range of fiction, non-fiction, oracy, and media. Through this breadth of study, we reveal to students the beauty and power of human creativity. We aspire for our learners to recognise themselves in the texts they study, to connect with a wide range of voices and perspectives, and to develop a confident sense of self.

We are committed to ensuring that all students leave Braunton as fully literate individuals who are articulate, confident, and capable communicators. By mastering both the spoken and written word, our students are equipped to enter adulthood—and the wider world—with the assurance, curiosity, and skills needed to flourish.

We firmly believe that in order to be confident, successful, independent students and adults, English skills are a vital part of educational and personal development. Consequently, our specific aims are:

- To ensure that all lessons are valuable learning experiences for all of our students.
- To provide our students with the necessary skills in speaking and listening, reading and writing to engage fully with life at and after Braunton Academy.
- To prepare our students for life after school, providing them with appropriate skills to help them belong within their community, believe in their own abilities, be resilient, and achieve their goals.
- To develop a love of reading amongst all of our students, with all students achieving a GCSE in English Literature.
- To give learners a greater understanding of how English Language and English Literature are placed within an appreciation of English culture and heritage.

### **Staffing and Resourcing**

We are a successful and supportive Faculty, one which is highly regarded by parents and students alike. Results are consistently good at GCSE, but colleagues are not complacent and consistently strive for further improvement.

The English team – currently comprising seven teachers - are enthusiastic and energetic practitioners, committed to providing a high-quality experience for students of all abilities and at both key stages. We aim to inspire and engage our students so they may develop as confident and competent communicators able to evaluate and appreciate a diverse range of Language and Literature texts.

The Faculty has recently moved into its own brand-new block which includes six brand new purpose built teaching rooms, student toilets, staff toilet and staff kitchen space. Each member of staff is provided with their own laptop and has access to an excellent range of teaching and learning resources to support the creative delivery of high-quality lessons. The Faculty naturally enjoys an excellent relationship with the well-resourced School Library and its staff.

## **Curriculum**

The English Faculty delivers a diverse and challenging curriculum throughout Years 7-11, with a wide variety of texts being taught and a strong focus on high standards of literacy.

Our curriculum is sequenced so that students revisit and build key skills in reading and writing as they progress from KS3 to KS4. In each year, students study poetry, drama and a prose text, in addition to a Shakespeare study and structured opportunities for creative writing and non-fiction writing. English is taught in mixed ability groups in KS3.

At KS3, prose, drama and Shakespeare units are taught in rotation with one eye on building students' skills, knowledge and subject terminology in preparation for KS4.

At KS4, AQA syllabi are followed for both English Language and English Literature.

## **Enrichment**

The English Faculty offers a wide range of enrichment opportunities for students across both key stages, some of which are offered in conjunction with the Drama Department and the Library. Examples of enrichment activities include:

- Author visits as part of the Appledore Book Festival School Week
- Theatre trips
- RSC Live Screenings
- Poetry and prose competitions
- Rotary Youth Speaks Competition
- House competitions
- School drama productions

## **In this role of Second in Charge of English, we are looking for someone who is:**

- An aspiring and aspirational curriculum leader.
- Passionate and committed to your teaching subject.
- An outstanding classroom practitioner, who will enthuse both students and staff and help us achieve our goals.
- Committed to raising standards through creative teaching and learning with high expectations for all.
- Innovative and forward thinking.
- Determined to influence positive changes and further developments in the faculty and the Academy as a whole.
- Prepared to fully engage in contributing to our programme of curriculum enrichment.

Our vision is about securing positive futures for all of our students and providing a sustainable, high-quality educational and creative provision for generations to come: every member of staff at Braunton Academy is a committed and experienced professional, dedicated to developing students' interests and inspiring them to be successful. We continue to develop our excellent teachers further so that they are able to increasingly apply a range of teaching methods to develop our students' ability to *think* and *reflect*. We

look forward to you joining us to work with parents, carers and the wider academy community to realise this vision.

For further information about the post and an Academy application form, or request a tour please visit the Work with Us section of our website [www.braunton.academy](http://www.braunton.academy) or telephone 01271 812221.

To commence: 1<sup>st</sup> September 2026

Closing Date for applications: 9am on Monday 27<sup>th</sup> April 2026

Interview Date: 1<sup>st</sup> May 2026

To apply, please download and complete the Academy Application form and email it to [recruitment@braunton.academy](mailto:recruitment@braunton.academy) Please note, if you have not heard from the Academy by Wednesday 29<sup>th</sup> April 2026 you have been unsuccessful on this occasion.

**Safeguarding: Braunton Academy is committed to safeguarding the welfare of its students therefore an online check of publicly available information will be completed to assess shortlisted candidates' suitability to work with children. The successful applicant will also be subject to an enhanced Disclosure and Barring Service check (DBS) and full identity and qualification checks.**

<h2 style="margin: 0;">Braunton Academy</h2> <h3 style="margin: 0;">Teacher of English</h3> <h3 style="margin: 0;">Person Specification</h3>
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Evidence source:                      AF     = Application Form  
    LO     = Lesson Observation  
    I       = Interview  
    R       = Reference

QUALIFICATIONS AND TRAINING	
Essential	Evidence
1. To be a qualified teacher.	AF
2. To have a degree.	AF
Desirable	
1. Higher Degree or further recognised and accredited professional training or qualification.	AF
PROFESSIONAL SKILLS AND EXPERIENCE	
Essential	
1. Experience of teaching English in a mainstream secondary school (teaching practice or through employment).	AF + I + R
2. Experience of teaching English at KS3 and KS4.	AF + I + R
3. Excellent classroom management.	
4. Sound understanding of the processes of teaching and learning.	
5. Successful experience of contributing to robust self-evaluation and quality assurance procedures.	AF + I + R
Desirable	
1. Leadership experience – at least at 2 <sup>nd</sup> in Department level.	AF + I + R
2. Experience of working in more than one school (teaching practice or through employment).	

3. Creative approaches to teaching and learning.	<b>AF + I + R</b>
<b>KNOWLEDGE AND UNDERSTANDING</b>	
<b>Essential</b>	
1. Deep understanding of what constitutes effective teaching and learning.	<b>AF + I + R</b>
2. Understanding of how data analysis can inform school improvement.	<b>AF + I + R</b>
3. Thorough understanding of self-evaluation and how it leads to improvement planning and raising standards.	<b>I</b>
4. Awareness of the 'Every Child Matters' agenda.	<b>I</b>
5. Knowledge of the SEND Code of Practice.	
<b>Desirable</b>	
6. To have completed Middle Leadership training.	
<b>ABILITIES</b>	
<b>Essential</b>	
1. The ability to work constructively in partnership with all stakeholders, establishing positive and effective collaborations with parents, governors, other schools, external agencies and the local community.	<b>AF + I + R</b>
2. The commitment to develop a positive, diverse and inclusive school ethos, which values each individual and challenges any form of discrimination.	<b>I + R</b>
3. Proven ability to self-motivate, use initiative and lead proactively.	
4. Good organisational skills and the ability to have a flexible and adaptable approach.	<b>I + R</b>
5. To possess excellent listening, written and oral communication skills, the ability to communicate effectively with pupils, parents, governors and staff.	<b>AF + I + R</b>
6. The ability to manage time effectively.	<b>R</b>
<b>COMMITMENT</b>	
<b>Essential</b>	
1. The promotion of Braunton Academy as a centre of excellence.	<b>I</b>
2. Equal opportunities for all in the widest context.	<b>I</b>
3. Inclusion and the right for all to fulfil their potential.	<b>I</b>
4. The development of the professional effectiveness of all staff within the Faculty.	<b>I</b>
5. Ensuring that all students reach their full potential.	<b>AF + I</b>
6. Providing the choice and flexibility in learning to meet the personalised learning needs of every child.	<b>I</b>
<b>PERSONAL ATTRIBUTES</b>	
<b>Essential</b>	
1. Passion and commitment to inclusive and comprehensive education.	<b>I + R</b>
2. Well-developed IT Skills.	<b>AF + I + R</b>
3. Ability to work as an effective team member.	<b>I + R</b>
4. Be flexible, adaptable and maintain high levels of energy and enthusiasm coupled with a sense of humour and perspective.	
5. Display commitment to the protection and safeguarding of children and young people.	<b>LO + I</b>

# **BRAUNTON ACADEMY JOB DESCRIPTION SECOND IN CHARGE OF ENGLISH**

**Reporting to the Head of the English Department, the central tasks of Second in Charge of English are:**

## **The Role**

- To support the Head of the English Department in growing and developing of an outstanding English Department through:
  - Supporting and leading on the development of a rigorous KS3 curriculum
  - Supporting the development of GCSE English language and literature
  - Delivering consistently good and outstanding lessons, with a focus on outstanding, and supporting others in the department to do the same
  - Monitoring the attainment and progress of students in English and effectively intervene where progress is below academy expectations
  - Developing with the Head of the English Department an engaging and exciting programme of English Enrichment

## **Key Responsibilities**

- Share responsibilities with the Head of the English Department for short, medium- and long-term planning, homework, independent learning and Class Charts
- To contribute to developing systems and structures at a department level that lead to 100% good and outstanding teaching within the English department (with an increased focus on outstanding)
- Tracking, monitoring and accountability for the progress and attainment of students within designated and agreed groups
- To ensure marking and feedback for students' work is of the highest standard across classes and in line with the Braunton Academy marking expectations and guidelines
- Support the induction and mentoring of NQTs into the department and share responsibility for the management of PGCE students
- Modelling for all subject staff exemplary practice in terms of managing difficult and challenging behaviour from students, and establishing a culture of high expectations within your department
- To share responsibility for the design of assessments in line with Braunton Academy Assessment policy
- Coordination and delivery of designated department enrichments and interventions
- If required, deliver high-quality training on teaching and learning to teachers outside the department, focusing on areas of particular expertise

## **Outcomes and activities**

### ***Leadership within the English Department/Community***

- Line manage staff within the English Department
- Monitor the quality of English teaching and learning
- Assist in the professional development of teachers including training, coaching and mentoring as may be appropriate
- Develop strong partnerships and ensuring regular and productive communication with parents/carers
- Developing others' practice to sustain best possible outcomes for students

- Work with colleagues to formulate aims, objectives and strategic plans for the Department which have coherence and relevance to the needs of students and to the aims, objectives and strategic plans of the Academy
- Ensure that all members of the Department/Subject area are familiar with its aims and objectives
- To promote the study of English and English literature at Open Days/Evenings and other events
- To represent the Department's views and interests in all meetings
- To provide the Governing Body with relevant information relating to the Department's performance and development when required
- In the absence of the Head of Department:
  - undertake the day-to-day management, control and operation of the Department
  - effectively manage and deploy teaching/support staff, financial and physical resources within the Department
  - manage cover work for absent members of the Department and oversee that the students continue to progress during periods of short, medium- or long-term absence of Department members

### ***Teaching and Learning***

- Teach outstanding lessons that motivate, inspire and accelerate student progress
- Ensure students' progression is adequately monitored and efficiently address gaps in attainment of underachieving students
- Teach engaging reading lessons if relevant, ensuring all students make excellent progress and develop a love of reading
- Support the Head of English in developing and delivering a variety of department enrichments which develop in students a range of talents and passion for English language and literature
- Direct and supervise support staff assigned to lessons and when required participate in related recruitment and selection activities
- Implement and adhere to the Academy's behaviour management policy, ensuring the health and well-being of students is maintained at all times
- Participate in preparing students for external examinations
- Maintain regular and productive communication with students, parents and carers, to report on progress, sanctions and rewards and all other communications
- Keep abreast of any developments within their subject area
- To be fully competent and excel at the full range the professional teaching standards

### ***Curriculum setting and assessment***

- Support the Head of English in the development and quality assurance of high-quality syllabuses and schemes of work for all Year groups, in line with National Curriculum and Academy requirements, that are inspiring for learners and teachers alike
- Liaise with all appropriate SEN and Pastoral personnel regarding support for student progress
- Contribute to the monitoring and assessment cycle for teaching and learning within the English Department
- Maintain accurate student data for classes – including reading ages - that can be used to inform lesson planning and therefore make teaching more effective
- To produce/contribute to oral and written assessments, reports and references relating to individual and groups of students
- To ensure the regular setting and consistent completion of high-quality homework and independent learning
- Become expert in the examination requirements of the GCSE requirements and exams in English language and literature

## **JOB DESCRIPTION FOR STANDARD SCALE TEACHER**

### 1. RELATIONSHIPS

The postholder:

1.1 Is responsible to the Head of Physical Education for teaching subject duties.

1.2 Interacts with colleagues on a professional level and seeks to establish and maintain productive relationships with them in order to improve the quality of teaching and learning in the Academy.

### 2. PURPOSE OF THE POST

2.1 To contribute to the teaching and other work of the Faculty.

### 3. KEY TASKS

3.1 To teach students across the full ability range.

3.2 To participate in the development of the subject throughout the Academy and in the production of schemes of work.

3.3 To seek to manage students effectively in order to enhance their learning and that of others.

3.4 To participate in the development and implementation of faculty and whole-school policies.

3.5 To attend Staff, faculty and other calendared meetings as appropriate.

3.6 To carry out the assessment, recording and reporting of students' work as outlined by the faculty and Academy Assessment Policy.

3.7 To attend Parent/Subject Consultation Evenings as appropriate.

3.8 To provide information on student progress when required and ensure that parents/carers are informed of successes or concerns relating to the subject.

3.9 To work with the Learning Support teams to help identify, monitor and enhance the learning of students with learning and behavioural difficulties.

3.10 To ensure the appropriate use and storage of resource materials and equipment and the observation of Health and Safety Regulations.

3.11 To set appropriate homework as required by the homework timetable and support its recording in the students' planners.

3.12 To carry out duties concerning the supervision of students as detailed by the Principal.

3.13 To participate in extra-curricular activities, following negotiation with the lead professional.

# BRAUNTON ACADEMY

## MISSION STATEMENT ON LEARNING AND LEADERSHIP

### LEARNING

**Learning enables individuals to change and to grow, becoming independent and confident. The Academy has a commitment to improving the quality of learning in:**

- preparing people for their futures by:
  - encouraging creative thinking and reasoning
  - instilling self-confidence and self-esteem
  - developing Communication, Literacy, Numeracy and IT skills
  - encouraging life-long learning and problem solving
- recognising that individuals learn in different ways by:
  - using a variety of learning and teaching styles
  - changing the learning process according to need
  - providing opportunities for success for all
  - appreciating that learning is interactive
  - being adaptable and flexible
  - enthusing, challenging, stimulating and inspiring
  - nurturing and supporting
  - making learning fun and enjoyable
  - providing opportunities for independent and interdependent learning
  - understanding the learning process
- checking the effectiveness of learning by:
  - being clear about the learner's starting point
  - using a variety of assessment techniques
  - using assessment data constructively
  - seeking learner feedback
  - encouraging self-evaluation
- supporting the learning process by:
  - ensuring a safe, well-resourced environment
  - using the community to enhance learning
  - creating an atmosphere which is conducive to learning
  - having high expectations of all

**Learning is for all members of the Academy community**

### LEADERSHIP

**Leadership** ensures the Academy's commitment to improving the quality of students' learning by:

- developing a shared **vision** and evaluating progress
- sustaining a **culture** which:
  - respects and values all its members
  - is open and accessible
  - develops individuals and teams
  - challenges and motivates
  - listens and responds
- sharing and communicating:
  - a love for **learning**

- an understanding of how people learn
- the belief that learning never stops
- actively engaging with the **community by:**
  - encouraging and enabling community involvement by students and staff
  - welcoming the community into Braunton Academy
  - developing business links
  - promoting the work and values of the Academy
  - supporting the life of the community

**Leadership** is not confined to a few people. It is a quality which is to be encouraged in all members of the Academy.

### **MANAGEMENT**

**Management** ensures the Academy's commitment to improving the quality of students' learning by:

- **deploying people, time and resources to:**
  - provide the highest quality learning and teaching
  - provide pastoral support for students and staff
  - monitor and evaluate the work of the Academy
  - ensure responsible behaviour
  - ensure a safe, secure and attractive environment
  - work with the community
- **using structures and systems which:**
  - are effective and efficient
  - define roles and responsibilities
  - define lines of support and accountability
  - ensure legal requirements are met
  - are simple and unbureaucratic
  - enable decisions to be taken at appropriate levels
  - use effective communication
- **providing value for money**

**Management** is not confined to a few people. It is exercised by all members of the Academy.