

Scale: Leadership

Range: L11-L15

Responsible to: Director of Education

Job Purpose

The Regional Secondary English Strategy Lead will provide strategic leadership for English across identified priority schools and regions within HISP Multi Academy Trust, driving excellence in teaching, curriculum implementation, assessment and pupil outcomes.

The initial priority for the role will be HISP's secondary schools, providing sustained leadership capacity and supporting the development of a strong, collaborative and increasingly self-sustaining approach to English across the region.

The postholder will work closely with Headteachers, school leaders and the Trust Education Team to identify priorities and will be deployed according to need, ensuring that additional leadership capacity is directed to the schools and regions where it can have greatest impact.

Rooted firmly in HISP's values of Pupils First, Equity, Excellence, Ambition, Sustainability and Courage, the role will strengthen collaboration between schools and build leadership capacity, ensuring all pupils experience a high-quality English education that enables them to thrive academically and personally.

Working as part of the Trust English and Education Teams, the postholder will lead curriculum implementation, evidence-informed improvement and professional development while maintaining a significant classroom presence through a teaching commitment of up to 0.4.

Principle Responsibilities

Strategic Leadership of English

- Lead the development and implementation of the Trust's English strategy within the priority region(s) to which the postholder is deployed. Work closely with Headteachers, senior leaders, English leaders and the Trust Education Team to identify priorities, agree improvement actions and evaluate their impact.
- Build strong regional collaboration so that expertise, effective practice and resources are shared across schools, while ensuring support is responsive to each school's context and improvement priorities.

Curriculum Leadership and ARK Implementation

- Take strategic responsibility for the high-quality implementation and embedding of the ARK English curriculum, ensuring that it is delivered with fidelity to its intended curriculum principles while being responsive to pupils' needs.
- Support English leaders and teachers to understand the curriculum intent, sequencing, disciplinary knowledge and pedagogical approaches that underpin ARK.

- Quality assure curriculum implementation through lesson visits, work scrutiny, pupil voice, assessment information and professional dialogue, identifying where implementation is strong and where further support or intervention is required.
- Ensure curriculum implementation is inclusive and ambitious, with particular attention to disadvantaged pupils, pupils with SEND and those who enter secondary education with gaps in foundational knowledge, literacy and reading.

KS3 Assessment and QLA

- Lead a consistent regional approach to KS3 assessment and Question Level Analysis (QLA), ensuring assessment information is used diagnostically rather than simply to report attainment.
- Analyse QLA and wider assessment information to identify common strengths, misconceptions and gaps in knowledge at pupil, class, cohort, school and regional level.
- Support English leaders to translate QLA findings into precise curriculum and teaching responses, including reteaching, adaptation and targeted intervention.
- Track whether actions taken in response to assessment lead to improved knowledge, understanding and outcomes over time.
- Use regional analysis to identify shared priorities and inform professional development, collaborative planning and Trust-wide English improvement activity.

KS4 Raising Standards and Outcomes

- Lead the development, implementation and evaluation of a clear KS4 English Raising Standards Plan within the priority region, initially across the Isle of Wight secondary schools.
- Work with school leaders to establish ambitious and evidence-informed targets and milestones for English Language and English Literature, informed by pupil-level analysis and examination performance.
- Maintain a precise understanding of Year 10 and Year 11 performance, identifying pupils and groups at risk of underachievement and ensuring timely action is taken.
- Support schools to evaluate the impact of teaching, curriculum adaptation, intervention and revision strategies, ensuring activity is demonstrably improving pupils' knowledge and readiness for external examinations.
- Ensure particular precision around the achievement of disadvantaged pupils, pupils with SEND and other identified vulnerable groups, including the intersection between attendance, inclusion and academic outcomes.
- Analyse mock examinations and other assessment points, including QLA where appropriate, to identify regional and school-level priorities and agree subsequent actions with leaders.
- Provide clear and concise updates to Headteachers and the Director of Education on progress against the Raising Standards Plan, including areas of strength, emerging risks and actions required.

Teaching, Professional Development and Capacity Building

- Maintain up to a 0.4 teaching commitment, modelling excellent English teaching and demonstrating the curriculum and pedagogical expectations promoted across the region.
- Coach and mentor English leaders and teachers, including providing targeted support where quality assurance or pupil outcomes identify a need for improvement.
- Design and facilitate high-quality professional development and regional collaboration that responds directly to curriculum, assessment and pupil outcome priorities.
- Develop leadership capacity within English teams so that improvement is sustainable and increasingly led and owned within schools.

Quality Assurance and Continuous Improvement

- Contribute to Trust and school quality assurance, including curriculum reviews, learning visits, work scrutiny, pupil voice and analysis of performance information.
- Triangulate curriculum, teaching, assessment and outcome evidence to provide leaders with an accurate evaluation of the quality and impact of English provision.
- Identify effective practice across the region and create opportunities for it to be shared and embedded across schools.
- Work as part of the wider Trust English and Education Teams, contributing to Trust-wide curriculum development, school improvement and professional learning.
- Demonstrate measurable impact on the quality of English provision, leadership capacity and pupil outcomes, contributing to sustainable improvement across the Trust.

HISP Values in Practice:

- Pupils First – Ensuring decisions prioritise the best possible outcomes for pupils.
- Equity – Championing inclusive practice and ensuring all pupils can access an excellent English education.
- Excellence – Promoting consistently high standards in curriculum and teaching.
- Ambition – Encouraging aspiration, innovation and continual improvement.
- Sustainability – Building long-term capacity through collaboration and professional development.
- Courage – Leading with integrity and confidence, embracing challenge and driving improvement.

Location and Deployment:

This is a regional Trust role. The postholder may be deployed to priority schools or regions across the Trust, as identified by the Director of Education, in response to school improvement priorities and organisational need.

General

Support for the Trust at an appropriate level, according to the job role, grade and training received, all employees of the Trust are expected to:

- Support the aims, values, mission, and ethos of the Trust and participate in a team approach to all aspects of school life.
- Attend and contribute to staff meetings and INSET days as required and identify areas of personal practice and experience to develop.
- Take appropriate responsibility for safeguarding and children's welfare.
- Be aware of health and safety issues and act in accordance with the Trust's Health and Safety policy.
- Contribute to the overall ethos/work/aims of the Trust.

The list of duties in the job description should not be regarded as exclusive or exhaustive. There will be other duties and requirements associated with your job and, in addition, as a term of your employment you may be required to undertake various other duties as may reasonably be required.

HISP Multi Academy Trust reserves the right to update your job description, from time to time, to reflect changes in, or to, your job. You will be consulted about any proposed changes.

Personal Specification

Qualifications & Training (Essential)

- QTS
- Degree-level qualification in English or equivalent professional experience

Experience (Essential)

- Successful secondary English teaching experience
- Experience of curriculum leadership or school improvement

Skills & Abilities (Essential)

- Credibility and authority to operate at senior leadership level
- Strong understanding of evidence-informed practice
- Ability to coach and influence colleagues

Personal Qualities (Essential)

- Deep commitment to pupil safety, equity and belonging
- Demonstrates the Trust's values: Pupils First, Excellence, Ambition, Courage, Sustainability and Equity
- Resilient, principled and calm under pressure