

Head

Teacher with Head of Learning Candidate Information Pack

WELCOME

Dear Applicant,

This is an exciting opportunity to join our school at a time when we are making considerable investment in achieving 'excellence' in all we do. We are very proud of our school and the opportunities that it provides for our wonderful students, staff, and our wider community.

Our school motto is 'Life in all its fullness' and this encapsulates our values and ethos. It is a school where every single individual matters. We have excellent staff, and we endeavour to make every individual, whatever their role in school, feel valued, respected, and cared for. Your voice will be heard, and you will be part of a supportive staff body where we have high expectations and standards, but we also have the conditions and systems in place to help staff to be successful. Being part of the Unity Schools Partnerships also enables us to collaborate across our family of schools and gives us access to wider opportunities and support for our staff. We are a close-knit staff team, who celebrate the good times and support each other through any challenging times.

We strive to personalise staff professional development, putting you at the centre of your own career pathway. We want to ensure that you achieve your full potential, which in turn ensures the best experiences for the students you are working with. We want to ensure you have a good work life balance and one of the ways we achieve this is by having a two-week Autumn half term.

We pride ourselves in being an open school: one in which parents/carers feel they play a full and proper role in their child's education, and we provide outstanding student support to ensure that we remove students' barriers to learning. We focus on their own individual skills, strengths and aptitudes. Each student has a voice here – it is their school and their education. Yet each student is also part of a community, locally, nationally and globally. We want our students to become outstanding citizens and contribute greatly to the society in which they live.

Our school is rapidly increasing in size; it has a growing Sixth Form and staff turnover is low. We are proud of all that we have achieved but we are not satisfied and eager to continue to improve and as a member of staff within our school you will play an integral role in this.

So, if you are interested in joining our team of incredible colleagues in our school and trust, who are passionate about their work and the next part of our journey, I would welcome you to contact Maria Driscoll (Headteachers PA) at info@steds.org.uk or 01708 730462 to arrange a visit and informal discussion.

We look forward to hearing from you.

Best wishes

Jodie Hassan
Executive Headteacher



Life in all its Fullness



Our Vision & Values

Our Vision: 'Life in all its Fullness' (John 10:10)

The vision at St Edward's Academy is hinged around the ambition that all members of our community should live 'Life in all its fullness' (John 10:10). It is our primary aim that every member of our community feels valued and respected, and that each person is treated fairly and well, within a climate of mutual trust and respect.

St Edward's Academy is founded on Christian values, and we exist to educate young people towards excellence in all dimensions of their lives, recognising the uniqueness of each and the equality of all.

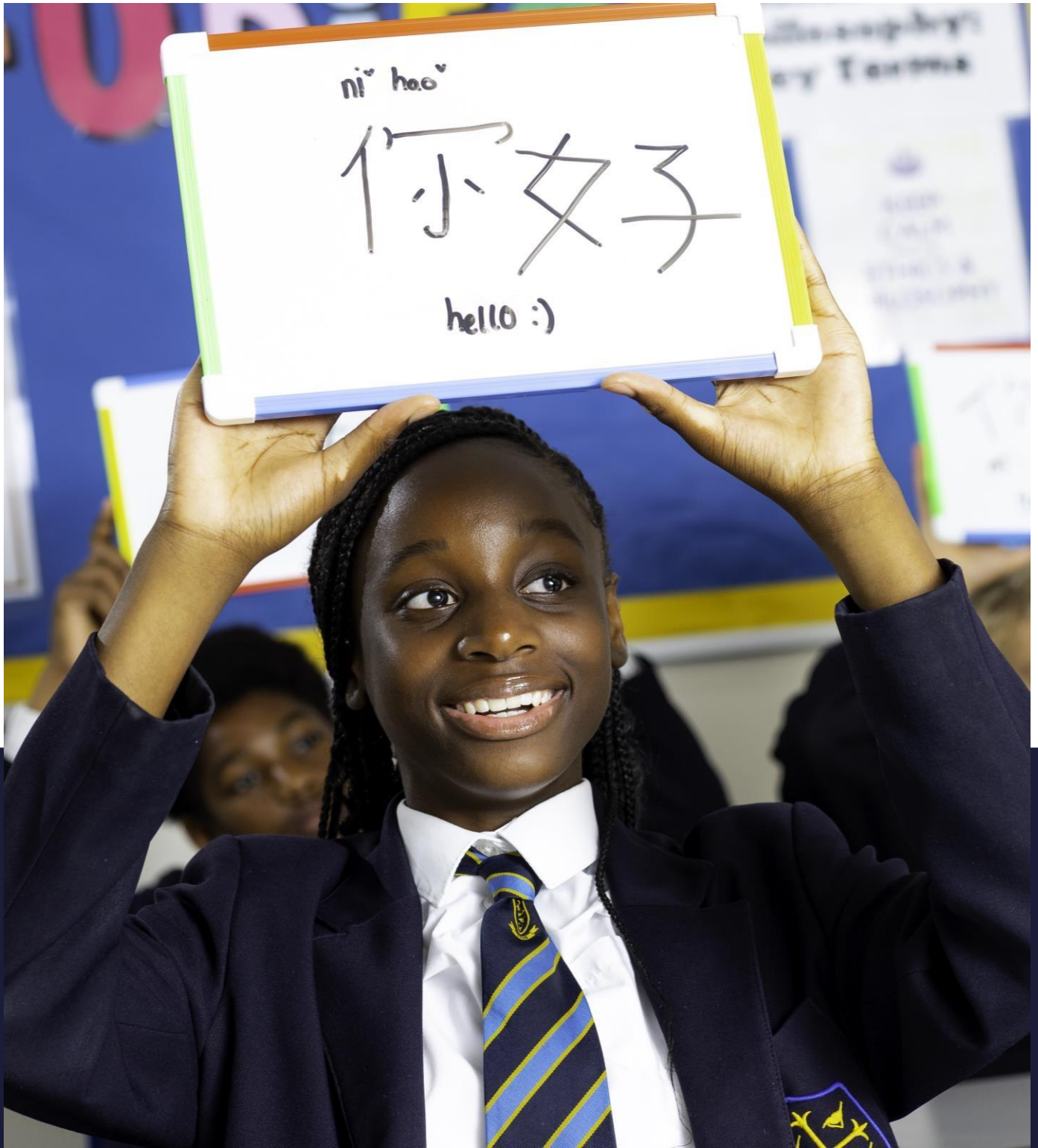
Jesus said 'I have come that you may have life in all its fullness' (John 10:10). He calls us to a full life in mind, body, heart and spirit. Therefore, we believe the purpose of education is to nurture and enable every child to thrive and to be the person they are fully capable of being.

Our curriculum for 'Life in all its fullness' is designed to equip children to be curious and confident independent learners but also responsible, resilient and caring citizens in their community. As they leave St Edward's Academy, we want every child to be ready to take on the next steps in their journey to adulthood with a love of learning, positive attitudes and a rounded set of values and skills to guide them. This is achieved through our HOPE values: Humanity, Optimism, Perseverance and Excellence.

Our Mission:

To ensure that every student leaves St Edward's as the best that they can be: confident, articulate and culturally aware. We will make sure that we know every child, have the highest expectations of them and are there to support and guide them on the pathway from childhood to self-realisation as a young adult. Our students feel safe, valued and accepted.





*“Making remarkable
change happen”*



JOB ADVERT- Teacher with Head of Learning Responsibility
Preference for PE/Humanities/Maths but welcome applicants from
all subjects

Post: Teacher with Head of Learning

Salary: MPS 1-UPR3 (includes Outer London Weighting) plus TLR 2B £5,875

Location: Romford, London Borough of Havering

Contract type: Full Time

Contract term: Permanent

Start Date: Tuesday 1st September 2026

Closing date: Monday 18th May at 09:00am

Interviews: From Wednesday 20th May 2026

St Edward's Church of England Academy is an outward-looking, inclusive and values-driven school that continues to grow in both size and strength. As part of this continued development, we are seeking to appoint an enthusiastic and reflective Teacher/Head of Learning to join our expanding school. Science at St Edward's is about curiosity, challenge and confidence.

We are committed to delivering a carefully sequenced curriculum that inspires students to question, explore and understand the world around them, while developing strong scientific literacy and practical skills. We believe that great teaching flourishes where staff are trusted, supported and able to maintain a healthy balance between work and home life. Workload is actively considered in our decision-making, allowing teachers to focus on high-quality teaching rather than unnecessary bureaucracy.

The successful candidate will:

- Deliver engaging and well-planned lessons across the age range
- Inspire curiosity, enjoyment and ambition in learners
- Use assessment effectively to support progress
- Work collaboratively within a supportive and enthusiastic department
- Be committed to making a meaningful difference to students' lives
- Undertake relevant Head of Learning Responsibilities.

Whether experienced or early in your career, you will be supported to grow professionally in a school that values wellbeing, integrity and purpose. Above all, you will share our commitment to enabling young people to *live life in all its fullness*.

As part of the Unity Schools Partnership, we offer:

- A wide range of CPD opportunities (both in school and beyond)
- Opportunities for career progression (including the opportunity to participate in the Trust's Leadership Development Programme)
- A supportive working environment. We can offer you excellent career development in a supportive environment.

We are situated in Romford within easy travel and road links to both London and Essex.

If you would like an informal discussion about the post, or you would like to visit the school, please contact the Maria Driscoll (Headteacher's PA) on info@steds.org.uk. We look forward to receiving your application.

We are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expect all staff and volunteers to share this commitment.

DBS checks required for relevant posts.

Safe Recruitment Policy Statement

The safe recruitment of staff in schools is the first step to safeguarding and promoting the welfare of children in education. The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is recognised that this can only be achieved through sound procedures, good inter-agency co-operation and the recruitment and retention of competent, motivated employees who are suited to, and fulfilled in the roles they undertake.

This school recognises the value of and seeks to achieve a diverse workforce which includes people from different backgrounds, with different skills and abilities. The school is committed to ensuring that the recruitment and selection of all who work within the school is conducted in a manner that is systematic, efficient, effective and promotes equality of opportunity. The school will uphold its obligations under law and national collective agreements to not discriminate against applicants for employment on the grounds of age, sex, sexual orientation, marital status, disability, race, colour, nationality, ethnic origin, religion or creed.

This document provides a good practice framework to comply with the principles set down in the schools Equal Opportunities Policy. The practices described in this document are designed to ensure a fair and objective process. All posts within the school are exempt from the Rehabilitation of Offenders Act 1974 and therefore all applicants will be required to declare spent and unspent convictions, cautions and bind-overs, including those regarded as spent and have an Enhanced Criminal Records Disclosure. A previously issued Criminal Records Disclosure Certificate will only be accepted in certain restricted circumstances.

The School is committed to ensuring that people who have been convicted are treated fairly and given every opportunity to establish their suitability for positions. Having a criminal record will not necessarily be a bar to obtaining a position. This will depend on the background, nature and circumstances of the offence(s). The School's Recruitment Procedure outlines the considerations that will be taken into account when determining the relevance of a criminal record to the post. The Disclosure & Barring Service has published a Code of Practice and accompanying explanatory guide.

This School is committed to ensuring that it meets the requirements of the Disclosure & Barring Service in relation to the processing, handling and security of Disclosure information.

The school will:

1. Implement robust recruitment procedures and checks for appointing staff and volunteers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the intended role.

The following pre-employment checks will be undertaken:

- receipt of at least two satisfactory references
- verification of the candidate's identity
- a Barred List
- a satisfactory DBS disclosure
- verification of the candidate's medical fitness
- verification of qualifications
- verification of professional status
- the production of evidence of the right to work in the UK
- (for teaching posts) verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999.)

2. Keep and maintain a single central record of recruitment and vetting checks, in line with the DfE requirements.

3. Ensure that the terms of any contract with a contractor or agency requires them to adopt and implement measures described in this procedure. The school will monitor the compliance with these measures.

4. Require staff who are convicted or cautioned for any offence during their employment with the School to notify the School, in writing of the offence and penalty. All processes are in line with the DfE 'Keeping Children Safe' 2016 regulations.

We are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expect all staff and volunteers to share this commitment. DBS checks required for relevant posts.

Unity Schools Partnership – welcoming diversity.

ROLE TITLE	Teacher with Head of Learning Responsibility
LOCATION	St Edward's Academy
GRADE / POINT SALARY -	MPS 1-6 + TLR 2c £8,611 (includes Outer London Weighting)
REPORTING TO	Head of Dept/Line Manager

INTRODUCTION

All Unity Schools Partnership schools embrace a strong set of values which ensure that pupils learn how to take their place in modern Britain. Every member of staff is required to uphold and promote the values of the Trust in every aspect of their work performance.

All members of teaching staff are responsible personally and collectively for supporting students in becoming confident individuals, successful learners and responsible citizens, through:

- Modelling the core values of the school and wider Unity Schools Partnership Trust at all times;
- Nurturing students' passions and interests and stimulating their intellectual curiosity;
- Continuously raising students' aspirations and self-esteem;
- Contributing to the wider range of opportunities offered by and for the school community;
- Assuming responsibility (as required) for the learning progress of a specific group of individual students;
- Ensuring high outcomes for a cohort of students
- Actively supporting and promoting Student voice.

All teachers are required to meet the national standards for teachers according to their role.

General Teaching Responsibilities

- Engage in identifying and implementing the priorities of the School Improvement Plan, participating fully in school self-evaluation;
- Comply with and uphold the policies of the School;
- To attend and assist in organising the team and displays for Open evening and Parents' evening;
- Fully understand and comply with the School's policy on safeguarding. Remain alert to pupils' pastoral needs and provide support, in conjunction with School's SEND department;
- Proactively uphold the School's behaviour policy establishing class rules and setting out clear and fair sanctions in accordance with the School's systems; high standards of behaviour should be expected at all times;
- Work as part of the School's teaching team and actively behave as a team member to support colleagues;
- Oversee and work closely with LSAs, setting out tasks appropriate to the assistant's role and ability; supervise the work of support staff, students and voluntary helpers as required;
- Ensure that the learning spaces provide a welcoming and stimulating environment to pupils and adults. Classrooms will be vibrant, well organised and serviceable. Work should be attractively displayed and be clearly and appropriately labelled;
- Make effective use of PPA time to raise standards;
- Play an active role in the full life of the School.

Class / Subject Teacher:

1. Teach the designated class / subject group(s), implementing agreed planning, assessment and target setting; work with others to provide Curriculum Enrichment for students.
2. Plan students' work to provide an inclusive and personalised curriculum which meets the needs of the children, including those with SEND;
3. Carryout regular assessment, recording, monitoring and record keeping according to school policies, maintain appropriate records which monitor the progress of the students; mark students' work regularly in accordance with the school's marking policy;
4. Develop home-school links with parents/carers of students in the class / subject group(s);
5. Complete termly and half-termly assessment records for the class/subject group(s), using the school's systems, including preparation of Student Progress Reports for presentation to the Headteacher, Senior Leadership Team and Governing Body, as appropriate;
6. Complete student reports for presentation to parents / carers and attend parent evenings;
7. Manage and monitor the work of other adults in the classroom (including volunteers);
8. Liaise closely with the SENCo regarding the learning needs of students;
9. Liaise closely with the Designated Teacher for Safeguarding regarding students' welfare needs.

HEAD OF LEARNING DUTIES AND RESPONSIBILITIES

To enable all pupils to engage in education by providing leadership and support around student welfare, behavioural and attendance issues. This will involve working with staff, parents/carers and pupils to address barriers to learning and make sure effective policies and procedures are in place.

Working with pupils

- Identify strategies to help overcome individual pupils' barriers to learning
- Use systems to monitor the behaviour and progress of pupils who are on targeted interventions
- Co-ordinate the development of pupils' individual support plans and review ongoing progress towards set goals
- Manage the transition of new pupils arriving or existing pupils returning to school, putting the necessary support in place to overcome any barriers to learning
- Promote high standards of behaviour and consistently implement the school's behaviour policy
- Add any other duties of particular relevance to your school

Working with staff

- Make sure each member of staff has access to, understands and can apply consistently, the school's pastoral procedures and strategies, especially new staff
- Liaise with teaching staff to support monitoring activities on individual pupils' behaviour
- Work with the attendance officer to monitor and implement strategies to improve the attendance of pupils who are on targeted interventions
- Work with the SENDCO to identify pupils in need of additional support and to develop individual support plans
- Work with senior leaders to develop whole-school pastoral care policies and action plans
- Participate in senior leadership meetings, as required
- Add any other duties of particular relevance to your school

Working with parents/carers and external agencies

- Act as the lead point of contact for parents/carers in relation to pastoral and behavioural issues, involving relevant staff members as necessary
- Communicate with parents/carers following behavioural incidents to discuss the effectiveness of the support in place for their child
- Maintain regular contact with parents/carers to discuss their child's progress, behaviour and attendance
- Build positive relations with parents/carers to encourage family involvement in their child's

progress

- Communicate with parents/carers about specific support in place for their child
- Assist parents/carers with any information they need to support their child
- Liaise with external support agencies and professionals as required, to cater for pupils' individual needs
- Build and refresh knowledge on the range of external support available that could support pupils' individual needs
- Add any other duties of particular relevance to your school

Administration

- Maintain accurate records of interventions and relevant meetings
- Facilitate the transfer of relevant pupil information inside and outside the school
- Make sure that pupil medical information is updated and that staff are aware of the individual medical needs of pupils
- Complete relevant paperwork required by external agencies
- Add any other duties of particular relevance to your school

SAFEGUARDING

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times.

The post holder, under the guidance of the Headteacher, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the school's safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

GENERAL

1. Take active responsibility for personal continuous professional development;
2. Take ownership of individual performance management;
3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust.
4. Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times.
5. Act as an ambassador for the School and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.

The list above is not exhaustive, and you may be required to undertake any other reasonable tasks and responsibilities which fall within the scope of the post as requested the Headteacher, a member of the Senior Leadership or Trust Executive Leadership Teams.

Unity Schools Partnership has developed a framework for supporting effective practice which will be used to support staff professional development, and this job description is subject to change at the discretion of the Trust.

Additional duties and responsibilities:

- The job description is to be performed in accordance with the provisions of the School Teachers' Pay and Conditions document and within the range of teachers' duties set out in that document.
- The post holder will be required to be a tutor to an assigned tutor group and to carry out related duties in accordance with the general job description of a group tutor.

- The post holder will be required to carry out an equitable share of supervisory duties in accordance with published schedules; to participate in appropriate meetings in directed time with colleagues and parents relative to the above duties.
- The job description and allocation of particular responsibilities may be amended by agreement from time to time.

Note: the responsibilities of this job description may be subject to annual review, subject to the normal processes of discussion and consultation with the postholder

PERSON SPECIFICATION - SUBJECT TEACHER

CRITERIA	ESSENTIAL	DESIREABLE
KNOWLEDGE		
Qualifications	<ul style="list-style-type: none"> • Second class degree or higher • Relevant Teaching Qualification • English and Mathematics at G.C.S.E./'O' Level or equivalent and/or sound Literacy and Numeracy skills (ITT accreditation test level) • ICT QTS accreditation test level or European Computer Driving License (ECDL) 	
Experience and Knowledge	<ul style="list-style-type: none"> • A strong practitioner with excellent subject knowledge. High levels of secondary subject knowledge and knowledge of statutory requirements relating to the relevant Key Stage(s) curriculum; • Evidence of positive impact on pupil outcomes in the relevant Year / Subject group(s); • Evidence of successful leadership of a project or initiative; • Evidence of effective team working. 	<ul style="list-style-type: none"> • Evidence of CPD in the subject area.
Key Skills and Attributes	<ul style="list-style-type: none"> • Positive disposition to implementing the Schools' educational vision; • Willingness to work across the Trust's secondary schools to secure high attainment for all children in the relevant Year Group(s) Key Stage(s). 	
Other Qualities	<ul style="list-style-type: none"> • Able to develop genuine, empathetic relationships with young people • High personal standards in terms of attendance, punctuality and meeting deadlines • High level of personal organisation skills • Good communication skills, both written and spoken • Solution focused disposition and a positive attitude particularly to challenge and change • Understanding of and commitment to Equal Opportunities issues and principles and the need to apply an equal standard of care to all pupils • Positive disposition towards inclusion of all pupils including those with learning difficulties in mainstream learning and education • Able to work as part of a broader inclusion and pupil support system • Ability to work as a team player and supportive of team working • Ability and willingness to develop own understanding and capability through advice and training • Ability to work without constant supervision, to provide assistance as and when required, to seek tasks when unoccupied and think clearly and calmly in an emergency • Understanding of the principles of accountability and quality assurance to achieve best possible pupil outcomes 	

How to apply

If you wish to discover more about this exciting opportunity, need any further information or you wish to have a tour and informal discussion, please contact Maria Driscoll (Headteachers PA) at info@steds.org.uk or 01708 730462.

In addition, as part of the application process you will need to provide a supporting statement, setting out your vision, relevant experience, skills and competencies for the role.

Please visit unitysp-careers.co.uk to apply