



# Head of English and Literacy

## Job Description | Frewen College

<b>Title</b>	Head of English and Literacy
<b>Responsible to</b>	The Headmaster
<b>Responsible for</b>	<p>Leading the development of English and Literacy across Year 7 to Sixth Form, in line with the school's vision and aims.</p> <p>Ensuring that the department delivers high-quality, differentiated and adapted English and Literacy lessons to students with dyslexia to achieve excellent outcomes.</p>
<b>Hours of work / Location</b>	44 hours per week to occur during the following times: Monday to Friday 8am to 5.30pm
<b>Closing date</b>	<b>Monday 13<sup>th</sup> April 2026 at 12 noon</b>
<b>Interview date</b>	TBA

<p><b>Key Responsibilities as Head of English Faculty</b></p>	<p><b>Curriculum:</b></p> <ul style="list-style-type: none"> <li>• Design, in collaboration with your department, an English curriculum across Year 7 to Sixth Form that supports the development of literacy skills while working towards GCSE qualifications.</li> <li>• Ensure that the curriculum provides appropriate stretch and challenge enabling pupils of all abilities to make excellent progress.</li> <li>• Maintain a thorough and up to date knowledge of the curriculum, relevant pedagogy, and exam board specifications and cascade this to departmental staff.</li> <li>• Oversee meaningful, accurate and consistent assessment across the department, including effective moderation and record keeping.</li> <li>• Monitor pupil progress, working with the faculty to identify need and differentiate and adapt work as required.</li> <li>• Work with the Head of Learning Support to identify students who required addition interventions; support with the implementation and monitoring of these.</li> <li>• Oversee and deliver a range of cross-curricular / enrichment activities which enhance in-class provision.</li> </ul>
---	---



	<p><b>Staff Development and Quality Assurance:</b></p> <ul style="list-style-type: none"><li>• Lead and manage the performance of teachers within the faculty, ensuring that good practice is shared and identify areas of development are addressed through appropriate CPD.</li><li>• To oversee Sixth Form Learning Development Mentors to support their delivery of the English curriculum.</li><li>• Contribute to the school's cycle of learning walks, lesson observations, to monitor and evaluate the provision &amp; delivery within the English faculty.</li><li>• To ensure consistency of robust assessment across the faculty, including moderation of assessment with the English Faculty, and other middle leaders as required.</li><li>• To work with the Deputy Head Academic and Head of Learning Support on the development and implementation of literacy across the English faculty and school; including development of phonics skills.</li></ul> <p><b>Student Wellbeing and Learning Behaviours:</b></p> <ul style="list-style-type: none"><li>• Set high expectations for students in terms of their work and behaviour in lessons.</li><li>• Organise and monitor faculty teaching groups with respect to attainment, homework and discipline.</li><li>• Liaise with pastoral staff, parents, pupils and outside agencies as necessary.</li></ul> <p><b>Management Responsibilities:</b></p> <ul style="list-style-type: none"><li>• Manage the day-to-day operation of the English Department.</li><li>• Be accountable for the performance of the department in external examinations.</li><li>• Make use of baseline data to inform the judgments on pupil progress.</li><li>• Act as an outstanding role model for teaching and learning within the department.</li><li>• Ensure staff set high quality homework and mark it promptly in line with the school's policies.</li><li>• Ensure that curriculum led budgets are managed effectively.</li><li>• Organise regular departmental meetings, keeping accurate minutes.</li><li>• Attend middle leaders meetings and other meetings as required.</li><li>• Ensure that all examination administration, including information for Exam Access Arrangements are accurate and complete.</li></ul>
--	---



	<ul style="list-style-type: none"> <li>• Ensure that teaching areas and displays within the department and wider school are maintained to enhance and support the delivery of English.</li> <li>• Liaise with the Senior Leadership team about all aspects of the Health and Safety.</li> </ul>
<p><b>Key Responsibilities as a Classroom Teacher</b></p>	<p><b>Teaching and Learning:</b></p> <ul style="list-style-type: none"> <li>• Plan, prepare, and deliver engaging English lessons tailored to the needs of students with dyslexia and co-occurring needs, ensuring a clear, cumulative, cyclical curriculum that provides clear skill progression and ensure that all students make good levels of progress.</li> <li>• Adapt and differentiate the curriculum for students with varying levels of ability and specific learning difficulties.</li> <li>• Ensure appropriate support, stretch, and challenge for all students.</li> <li>• Use multisensory teaching strategies, deliver phonics-based teaching and intervention, and early literacy strategies to support and develop reading and spelling, support vocabulary development through specialist teaching approaches.</li> <li>• Use assistive technology and resources (e.g., text-to-speech, word processors) to support students' learning.</li> <li>• Provide targeted, individual, and small group support for students who need extra help with literacy skills.</li> </ul> <p><b>Strategic Planning:</b></p> <ul style="list-style-type: none"> <li>• To work with other members of staff (departmental and academic team) on:</li> <li>• Development of curriculum, resources, schemes of work, marking policies, assessment, and teaching and learning strategies.</li> <li>• To work with colleagues in all departments to ensure wider strategic objectives of the School are followed and delivered.</li> <li>• To ensure all work reflects the vision and ethos of the School.</li> <li>• Develop and implement specific strategies to support students with improving their literacy skills.</li> <li>• Promote students' independence and self-confidence in learning through effective support and encouragement.</li> <li>• Collaborate with other staff, including the Head of Learning Support, and teaching assistants, to ensure a consistent approach to supporting students' differing needs.</li> </ul>



	<p><b>Assessment and Monitoring:</b></p> <ul style="list-style-type: none"><li>• Regularly assess students' progress through formative and summative assessments and accurately use data to inform planning for progression.</li><li>• Provide regular feedback to students, helping them understand their strengths and areas for development. Feedback should be accessible and meaningful, highlighting strengths and areas for development.</li><li>• Maintain detailed records of student progress, ensuring that individual learning plans (IEPs) are followed and updated.</li><li>• Work with the school's learning support department to identify and implement appropriate interventions and adjustments for students.</li></ul> <p><b>Professional Development:</b></p> <ul style="list-style-type: none"><li>• Keep up to date with subject knowledge, current research, resources, and best practices for teaching students with dyslexia and co-occurring needs and embed these in classroom practice.</li><li>• Use extensive, up-to-date subject knowledge to support the development of English/literacy across the school,</li><li>• Attend relevant training, workshops, and professional development sessions to continue improving teaching strategies and knowledge.</li><li>• Contribute to the school's whole school literacy approach through collaborative planning and sharing of best practices.</li></ul> <p><b>Communication and Collaboration:</b></p> <ul style="list-style-type: none"><li>• Build strong relationships with students, ensuring a supportive and engaging classroom environment.</li><li>• Communicate effectively with parents, guardians and boarding staff providing regular updates on student progress and areas where additional support may be needed.</li><li>• Collaborate with the wider staff team to ensure students are supported across all areas of their education.</li><li>• Work closely with parents to ensure a strong home-school partnership.</li><li>• Work closely with the Head of Learning Support, teaching assistants, and other staff members to ensure that students with dyslexia receive the necessary support across all areas of their learning.</li></ul>
--	---



	<p><b>Pastoral Duties:</b></p> <ul style="list-style-type: none"><li>• To act as a Form Tutor and carry out all of the responsibilities linked with that role.</li><li>• To monitor and support the overall progress and development of students within your tutor group.</li><li>• To contribute to the planning, delivery, and assessment of the PSHE programme.</li><li>• To ensure that Frewen College's Behaviour Management Policy and procedures are implemented at all times.</li><li>• To carry out a share of pupil supervisory duties including before and after school, break and lunch, and, as required, weekends in accordance with published rosters.</li></ul> <p><b>General:</b></p> <ul style="list-style-type: none"><li>• To participate in appropriate meetings with colleagues, parents, pupils, and other professionals as required.</li><li>• To maintain high and exemplary standards in terms of preparation, teaching quality, classroom management, displays, marking, assessment, and reporting.</li><li>• To keep up to date with, comply with, and fully implement, school policies and procedures.</li><li>• Build and maintain strong, positive, and respectful relationships with students, colleagues, and parents.</li><li>• Demonstrate care, empathy, and consistency in interactions with students.</li><li>• To play a full and active part in the life of Frewen College as an independent boarding school at all times including extra-curricular activities (including activities at weekends/out of term time).</li><li>• Model high standards of professional behaviour at all times.</li><li>• To play an active part on promoting the school ethos, mission, vision, and values.</li><li>• Flexibility in order to fully support the operational and strategic needs of the school.</li><li>• To undertake any other reasonable duties as requested by the Headmaster or Deputy Heads.</li><li>• To perform any other key tasks which the Headmaster may reasonably assign.</li></ul>
--	---



	<p><b>Safeguarding:</b> Frewen College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All employees are required to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure Barring Service (DBS). This will give details of all spent and unspent convictions and other recordable matters.</p>
<b>To Apply</b>	<p>Please complete a Frewen College application form and return it alongside a covering letter addressed to the Headmaster.</p> <p>Applications should be emailed to Annabel Baker (PA to the Headmaster) at <a href="mailto:office@frewencollege.co.uk">office@frewencollege.co.uk</a>.</p> <p>Please review the job description for the closing date for applications.</p>
<b>Key Dates</b>	<p><b>Group tours of the school on Tuesday 17<sup>th</sup> March at 10am or 4.30pm.</b> If you are unavailable on the above dates, please contact the office to arrange an individual visit. Email <a href="mailto:office@frewencollege.co.uk">office@frewencollege.co.uk</a> or telephone 01797 252494.</p>



# Person Specification

## Head of English and Literacy | Frewen College

Attribute	Essential	Desirable
<b>Qualifications and Training</b>	<ul style="list-style-type: none"> <li>• Qualified teacher Status (QTS)</li> <li>• Degree in English or a closely related discipline</li> <li>• Evidence of ongoing professional development relevant to curriculum leadership and/or English teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Postgraduate qualification in education, leadership, or subject specialism</li> <li>• Middle or senior leadership training (eg NPQML/NPQSL/NPQLTD)</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Successful experience teaching English across Key Stages (typically KS3-KS4, and KS5 where applicable)</li> <li>• Proven track record of raising attainment and securing strong progress for diverse groups of pupils</li> <li>• Experience leading or contributing to departmental initiatives, curriculum development, or assessment strategies</li> <li>• Experience using data to drive improvements in teaching, learning, and outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Experience line-managing staff or leading a team (eg as second in department, KS lead, literacy lead)</li> <li>• Experience leading whole-school literacy initiatives</li> </ul>
<b>Knowledge and Understanding</b>	<ul style="list-style-type: none"> <li>• Strong understanding of current curriculum requirements, national developments, and effective pedagogy in English</li> <li>• Deep knowledge of literature, language, and literacy teaching at secondary level</li> <li>• Understanding of effective behaviour for learning strategies</li> <li>• Knowledge of safeguarding principles and commitment to promoting student welfare</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of post-16 functional skills (English)</li> <li>• Familiarity with approaches to improving reading, oracy, and writing across the curriculum.</li> </ul>
<b>Skills and Abilities</b>	<ul style="list-style-type: none"> <li>• Ability to inspire, motivate, and support staff and students</li> <li>• Effective leadership and team-building skills</li> <li>• Strong classroom management and high expectations of behaviour and achievement</li> <li>• Ability to analyse data, identify priorities, and implement improvement strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to lead high-quality CPF</li> <li>• Confidence in using digital tools and platforms to enhance learning and departmental operations</li> </ul>



	<ul style="list-style-type: none"><li>• Strong organisational skills, including the ability to manage workload, deadlines, and departmental processes</li><li>• Excellent communication skills – written and verbal – and ability to engage confidentiality with students, staff, parents, and governors</li></ul>	
<b>Personal Qualities</b>	<ul style="list-style-type: none"><li>• Passion for English and commitment to excellence in teaching and learning</li><li>• High professional standards and integrity</li><li>• Reflective, resilient, and solution-focused</li><li>• Commitment to equality, diversity, and inclusion</li><li>• Ability to model a positive culture of respect, collaboration, and continuous improvement.</li><li>• Good sense of humour</li></ul>	



# Information Pack

## Recruitment



**Aspire.**

**Believe.**

**Achieve.**



# Welcome

## from the Headmaster

Dear prospective applicant,

Thank you for your interest in joining our school.

Frewen College is one of the UK's leading co-educational day and boarding schools specialising in dyslexia and is believed to be the oldest dyslexia school in the world. Internationally recognised for our expertise, we welcome students from across the UK and globally.

Set within 60 acres of beautiful parkland in the East Sussex countryside, our school offers a stunning and inspiring environment, with convenient access to both London and Europe. **It is truly a remarkable place to work.**

We are a school with ambition and purpose, committed to growth and to building on our outstanding reputation. We value staff from all backgrounds and are dedicated to supporting their professional development and expertise.

I hope you will consider applying. I also encourage you to visit the school, our atmosphere speaks more powerfully than any words can.

With best wishes,

**Mark Loveday**



## About Us

Frewen College is a thriving independent co-educational day and boarding school for students aged 11–19 with dyslexia and associated specific learning difficulties. Founded in 1910, we believe we are the oldest dyslexia school in the world and have received multiple awards, including the ISA Award for Outstanding Provision for Learning Support.

We are CReSTeD-registered and nationally recognised for our dyslexia expertise. Our Community Outreach programme supports families and professionals beyond the school, and a strong CPD programme led by senior staff maintains excellence in specialist teaching.

Our pastoral care is built around dedicated tutors and mentors who help rebuild confidence and wellbeing for students who may have struggled in previous settings.

Set within 60 acres in Northiam, East Sussex near Rye, our campus includes an arboretum, historic walled garden, and the Grade I listed Brickwall House, which also accommodates our Boys' Boarding House.

Additional facilities include a Learning Centre, Girls' Boarding House, Wellbeing Centre, specialist classrooms, and outdoor sports amenities. Our Sixth Form, based in a nearby Grade II listed house, continues to grow.

We welcome both private, fee-paying pupils and those funded by Local Authorities. Our roll is typically around 110 students, with a quarter boarding, a number we aim to grow. Some boarders join us from overseas, including the USA, Africa, and Europe.

We maintain strong community links, working with the primary school, St Mary's Church, and Northiam Cricket Club, hosting the village fireworks for the Northiam Bonfire Society, and supporting the Brickwall Music Society.

The school employs over 80 full and part-time staff, many living within 30 miles, with some boarding staff based on-site.

ISI inspected the school in 2023. Ofsted inspects boarding annually under the Social Care framework; the March 2024 inspection rated us 'Good' in all areas. Latest reports can be found on our website.

## Senior School

Students follow a UK mainstream curriculum delivered in small classes by dyslexia-specialist teachers. This targeted support enables accelerated progress, with many students consistently exceeding their CAT projections. We offer a broad range of subjects at Key Stages 3 and 4, excluding Modern Foreign Languages.

Our exam results reflect both student commitment and staff expertise. In 2024, GCSE and equivalent outcomes were particularly strong, with standout results in ICT, History, Art and Drama. **In 2025, over 50% of our Year 11 students achieved up to two grades above their predicted results.**



## Sixth Form

Our Sixth Form Centre is located in a nearby Grade II listed house, offering students more independence while still keeping very much connected to the wider school.

Students either study full-time at Frewen College or through a hybrid partnership with Bexhill College. Those needing to resit English or Maths, or wishing to improve their grades, have the opportunity to do so.

Our students progress to a wide range of destinations, including universities, apprenticeships and employment. **In 2025, our students achieved a 100% pass rate.**

## Boarding

Led by the Head of Boarding and a team of five staff, the school has separate boarding houses for boys and girls. The boys' house is in the main building, while the girls' house is situated on campus in The Warren.

We offer full boarding with a range of after-school and weekend activities, from theatre and museum trips to theme parks and chocolate-making. Boarders also enjoy weekly swimming on Wednesdays and village visits on Thursdays.

Weekly boarding is available, along with a popular flexi-boarding for day pupils.



## Learning Support & Assistive Technology

Frewen College has a highly qualified team that includes SpLD (Level 7) specialist teachers, Occupational Therapists, Speech and Language Therapists, Therapy Assistants, and an SEMH practitioner.

Assistive technology is fully integrated into all lessons, with dedicated time for pupils to develop their digital skills. Tools such as Immersive Reader, DictateIT, reading pens, personalised resources, and access to individual scribes support our highly tailored approach, a defining feature of our provision.



# Our Mission

To be a beacon of dyslexic practice.



# Our Vision

Unlocking student potential through innovation and educational excellence.



# Our Values



**Aspire:** At Frewen, aspiration grows from understanding how dyslexic learners thrive. Through personalised pathways and specialist approaches like multisensory teaching, we help pupils set ambitious, achievable goals and build on their strengths.

**Believe:** Confidence develops when pupils feel genuinely understood. With specialist-trained staff, small class sizes, targeted support, and positive reinforcement, pupils rebuild self-esteem and learn to believe in their abilities as resilient, capable learners.

**Achieve:** We turn progress into meaningful success by teaching in ways that suit dyslexic minds. Through tailored support, assistive technology, and a creative, flexible curriculum, pupils achieve personal and academic growth, measured by their confidence, progress, and readiness for the future.

# Benefits Package



On site gym



Delicious meals during term time



Life assurance



Generous Pension



Employee Assistance Programme



## How To Apply

Please complete a Frewen College application form and return it alongside a covering letter addressed to the Headmaster. Applications should be emailed to Annabel Baker (PA to the Headmaster) at [office@frewencollege.co.uk](mailto:office@frewencollege.co.uk)

Please review the job description for the closing date for applications.

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. Applicants will be required to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service (DBS). Positions at School are exempt from the Rehabilitation of Offenders Act 1974 and the School is therefore permitted to ask job applicants to declare all convictions and cautions (including those which are “spent” unless they are “protected” under the DBS filtering rules) in order to assess their suitability to work with children.