



**King
Solomon
High School**



Deputy Head of English Candidate information pack

Permanent

Salary – Outer London MPS/UPS + TLR 2b (£5,833)

Required: September 2025 or January 2026



Welcome to King Solomon High School

Learning

Charity

Community



Dear Candidate,

I am delighted that you are considering applying for the role of Deputy Head of the English Department. This is an exciting an opportunity for an experienced English teacher to play a leading role in transforming King Solomon High School from double requires improvement to good and beyond.

You will be committed to standards of excellence and be aligned with the school's 'prevention before sanction' approach to behaviour. You will believe in the positive power of habits and routines and you will have experience of embedding this at whole school or department level. You will have a passion for inspirational teaching and learning, informed by research and cognitive science.

King Solomon High School is brimming with potential and opportunities. If you lead with expertise, rigour and high standards then this could be your ideal next career move.

We are a unique, inclusive and wonderful Jewish school in Redbridge, with students and staff from a range of religious and cultural backgrounds. We are an equal opportunities employer, and value diversity and inclusion. The successful candidate will have the opportunity to create transformational impact and will be supported in fulfilling their own career potential.

Michele Phillips, Headteacher



History, ethos and values



King Solomon High School is a United Synagogue, orthodox Jewish school.

The school welcomes students of all faiths and of no faith. The school opened in 1993 to meet the growing demand for Jewish school places in East London, Essex and the surrounding areas. Currently, approximately 20% of students on roll identify as Jewish. We are six form entry school, and the only Jewish secondary school in Essex.

School values

- Learning
- Community
- Charity

School Motto

If I am not for myself who will be for me?
If I am only for myself, who am I?
If not now, when?

(Ethics of the Fathers 1:14)

Our motto encompasses the school's Jewish ethos and values, highlights our aim to develop every student as a rounded and grounded individual through a variety of learning and lived experiences, all infused with Jewish teachings and values. The King Solomon community experience shapes young people into informed, responsible and caring citizens.



Strategic priorities

King Solomon High School is brimming with potential. Students are keen to learn and contribute to the school, and much has been done over the last year to lay the foundations for meaningful change. To move the school from requires improvement to good and then outstanding, we have been reviewing and improving all aspects of the school, implementing new and innovative systems that embody excellence, ambition and rigour.

Leadership and management	<ul style="list-style-type: none">• Develop a shared understanding of excellence.• Empower leadership and accountability at all levels.• Develop a strategic and joined up approach to school leadership.• Be outward facing and work with successful schools, leading thinkers and educational professionals.• Improve the aesthetics of the school so that it reflects our school's values, inspires students and embodies excellence.
Quality of education	<ul style="list-style-type: none">• Develop a curriculum that teaches students the very best of what has been thought and said in each discipline (powerful knowledge).• Develop a consistent approach to teaching practice inspired by Rosenshine, Lemov and informed by research on cognitive science.• Ensure we have a curriculum structure that offers students a broad and balanced education.• Develop a raising achievement strategy that focusses on revision, intervention, habits of attention and mindset.• Improve post-16 outcomes , outcomes for boys, disadvantaged students and students with SEND.• Develop and embed a reading curriculum and strategies to support students who need support with their reading.
Behaviour and attitudes	<ul style="list-style-type: none">• Empower teachers to lead from the front and take ownership of achieving excellent student behaviour and attention in their lessons.• Embed our 'prevention before sanction' approach to behaviour, which focuses on the consistent application of codified rules and systems.• Embed classroom behaviours (STAR) that facilitate disruption free learning and support excellence.
Personal development	<ul style="list-style-type: none">• Provide all students with a range of enriching experiences and opportunities to explore their talents and interests.• Provide all students with meaningful opportunities to be responsible, reflective and active citizens.• Develop the school's formal and informal Jewish provision.



Educational vision



The school's vision is to provide students with a world class educational experience and to be an example of best practice to other schools.

Curriculum intent

The King Solomon High School curriculum is underpinned by our Jewish ethos and our values of learning, charity and community.

Learning

The King Solomon High School curriculum

- is ambitious and designed to educate students in the best that has been thought and said in each subject and to build a cultural capital,
- introduces students to carefully sequenced core knowledge,
- supports, challenges and stretches students of all abilities through mastery and depth, considering their learning needs,
- inspires intellectual curiosity and develops a lifelong love of learning,
- provides students with learning, skills and opportunities to pursue their ambitions,
- uses research-driven pedagogical methods to give students the most impactful educational experiences,
- provides curriculum breadth and ensures that the curriculum is accessible to all students.

Charity

The King Solomon High School curriculum

- provides students with a wider curriculum that develops them as empathetic and caring citizens.

Community

The King Solomon High School curriculum

- develops students' knowledge and understanding of Judaism and Jewish identity,
- develops students' understanding of the world, its people, cultures and religions,
- teaches students how to make healthy and safe personal choices and have healthy relationships.



Behaviour & Attitudes



King Solomon High School has rigorous systems in place to support students in meeting our high expectations of behaviour. However, there are still improvements to be made in ensuring that all staff embody and enact new behaviour systems. The newly appointed Assistant Headteacher will play a key role in supporting staff to develop their practice.

Key aspects of our behaviour systems

- 'Prevention before sanction'. This means that we focus on the consistent application of habits and routines to prevent poor behaviours from occurring in the first place.
- Our approach to behaviour is 'warm/strict' and we believe that 'sweating the small things' prevents more serious behaviours from occurring
- Year 7-11 students line up in the mornings and are collected by their form tutor.
- We operate a daily detentions system.
- We have a commitment to disruption free learning.
- Teachers use 'meet and greet' and 'end and send' routines to ensure that lessons start and end in a focused and calm way.
- STAR expectations and a countdown system are part of classroom expectations.
- There is a 'Behaviour Playbook' in place to ensure that all staff have a practical guide to implementing the school's behaviour policy.

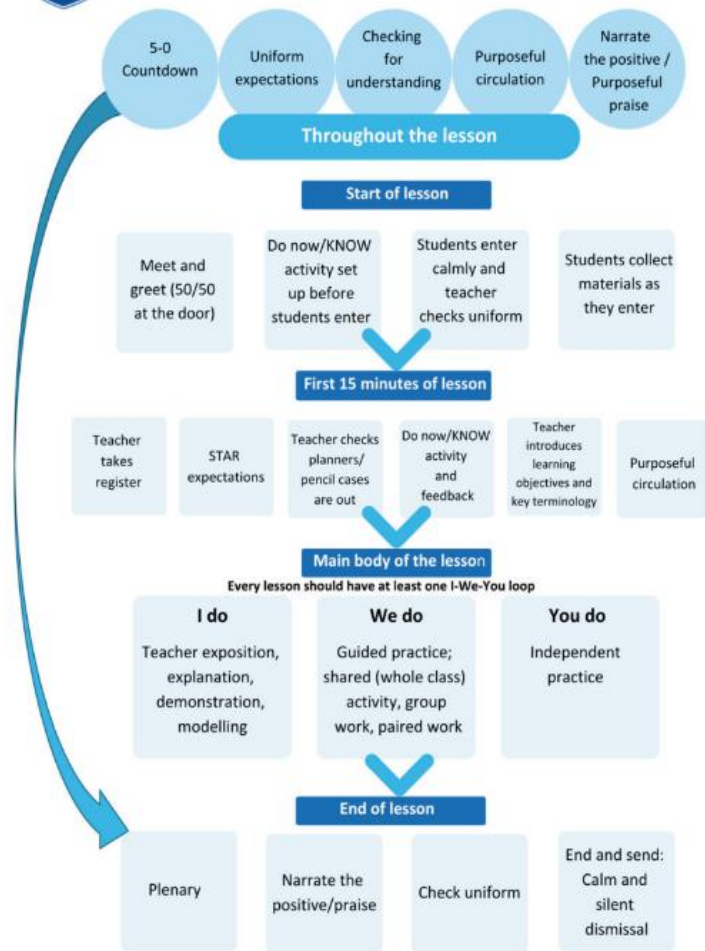
Safeguarding and promoting the welfare of children is the responsibility of all staff. We have a strong culture of safeguarding, and all staff are proactive in reporting any concerns about a student's welfare. We recognise the vital role mental health plays in the everyday lives and success of all individuals. Whilst we cannot always remove the challenges our students face, we can provide them with access to support to help them build resilience, emotional intelligence and coping mechanisms.

The King Solomon High Classroom Practice Guide

The official teacher's codified blueprint for high quality teaching and learning at King Solomon High School



Classroom procedures and pedagogy flowchart



Teaching & Learning

This year the school launched the Classroom Practice Guide to embed best practice teaching strategies into everyday practice.

This year we have focussed on developing the following.

- Replacing worksheets with booklets.
- Checking for understanding using hinge questions and mini whiteboards.
- Developing reading and literacy strategies.
- All departments are renewing all lessons so that they follow an I do, we do, you do model.
- Adaptive teaching to support all students and in particular students with special, educational needs.



KS4 academic results

King Solomon High School is an academically successful school with GCSE Attainment and progress above national averages.

The school's current Progress 8 score for 2024 is 0.36 (above average).



GCSE results	2024
A8	49.23
P8 (provisional)	0.21
9 to 7	25%
9 to 5	61%
9 to 4	75%
9 to 1	99%
Eng & Maths 9 to 5	49%
Eng & Maths 9 to 4	70%
Ebacc Entries	23%
Strong Ebacc (5+)	15%
Standard Ebacc (4+)	19%



Reasons to work at King Solomon High School



Be part of the success story

- Having been judged as requires improvement by Ofsted, staff will be part of the success story when we move to good and outstanding.
- Our students are fantastic, polite and caring young people. They deserve a world class educational experience. Join us to be part of their future.

Ambition & excellence

- We are ambitious for every student and member of staff.
- We strive for excellence and to be an example of best practice in all that we do.

Staff and student wellbeing

- We are a caring and supportive Jewish community school.
- We have an early finish every Friday at 1.20pm, as part of our Jewish ethos and to promote a work life balance.
- We have a sensible approach to meetings and most meetings for main scale teachers are streamlined into a Tuesday.
- The school is closed on Jewish holidays.
- All staff have access to a private employee wellbeing programme with free counselling and arrange of support services.

Transport links

- The school is a 4 minute walk from Fairlop underground station on the central line. We are well served by several bus routes, and we have a staff car park.

Career development

- We are committed to inspiring ambition and to supporting staff in their career development.



Job purpose

Job title: Deputy Head of English

Line managed by: Director of English/Assistant Headteacher

Contract: Permanent

Hours: Full time

Salary: MPS/UPS + TLR 2b (£5,833)

Safeguarding statement

King Solomon High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment and be familiar with the school's safeguarding policy. Child protection screening will apply to this post.

Equality statement

King Solomon High School is committed to equality of opportunity and values its diverse staff and student community. All staff are required to adhere to the school's equal opportunities policy. We have a zero-tolerance approach to discrimination, harassment and bullying.

Staff code of conduct statement

King Solomon High School has high standards and expects all staff to always behave in a professional manner. All staff are expected to adhere to the school's staff code of conduct policy.



Key accountabilities for the Deputy Head of English

This is an exciting opportunity for an excellent English teacher/leader to take on significant responsibility in supporting the Director of English in leading, developing and improving the English Department.

As Deputy Head of English you will;

- Support the Director of English with the day to day running of the English Department.
- Take a significant role in developing the quality of teaching & learning in the English Department.
- Manage the English corridor and student behaviour to a high standard.
- Line manage and appraise English teachers.
- Support and hold to account to English department.
- Take specific responsibility for developing the English curriculum within a key stage.
- With the Director of English, be responsible for improving student outcomes in English.
- Plan and lead student interventions.
- Promote the use of cognitive science and research led teaching and learning strategies.
- Embed whole school systems for teaching, learning and behaviour.
- Support the development of reading/literacy within the English Department.



Job description – Deputy Head of Department

Leadership and management

- Support the Director of English with – monitoring, evaluating and continually improve the quality of planning, teaching, and assessment of all members of the department.
- Participate in quality assurance to monitor and develop staff performance.
- Lead behaviour management in the department, securing strong routines for learning, consistent with the school's policy, and liaising with tutors and parents when necessary.
- Develop strong partnerships and ensure regular communication with parents and carers.
- Contribute to the wider aims of the school improvement plan.
- Work collaboratively with colleagues as a committed team member, building successful, high performing teams.
- Line manage staff in the department.

Curriculum and assessment

- Working with the Director of English, lead and develop a rigorous and inspirational, knowledge rich curriculum.
- Pursue an evidence and research-based approach to curriculum development that puts your department at the forefront of innovative curriculum design.
- Working with the Director of English, develop the curriculum to ensure that it meets the needs of all students including SEND and EAL students.
- Develop and maintain curriculum maps clearly outlining intent and implementation.
- Ensure that GCSE and exam courses are planned in line with exam specifications.
- With the Head of English, be accountable for student progress across the school at all key stages, ensuring that every student achieves better results in line with, or better than, national expectations.
- Track student progress and make intelligent use of data to identify underperformance, plan appropriate support and achieve excellent outcomes for our students.
- Monitor student progress through formative and summative assessment and ensure assessment records are kept at a departmental level.
- Working with the Director of English, ensure a range of intervention strategies are in place to respond to underachievement and to promote best possible outcomes for all students.

Job description – all classroom teachers



Curriculum and Assessment

- Contribute to the ongoing development of a rigorous and inspirational, knowledge rich curriculum in line with the school's vision for being a world class educational establishment.
- Pursue an evidence and research-based approach to curriculum development that puts your department at the forefront of innovative curriculum design.
- Contribute to curriculum development to ensure that it meets the needs of all students including SEND and EAL students.
- Ensure that exam courses are planned in line with exam specifications.
- Be accountable for student progress of the student you teach, ensuring that every student achieves better results in line with, or better than, national expectations.
- Track student progress and make intelligent use of data to identify underperformance and plan appropriate support within the classroom.
- Use formative assessment to check for understanding and ensure that knowledge is embedded.
- Ensure a range of intervention strategies are in place to respond to underachievement and to promote best possible outcomes for all students.

Quality of Teaching and Learning

- Teach a timetable as allocated.
- Set high standards and expectations for students and staff that embody the school's vision of excellence and rigour.
- Set high expectations so that all students are inspired, motivated and challenged to reach their full potential, and in doing so meet their progress and attainment targets.
- Plan and teach well-structured, adaptive lessons that are aligned to the school and/or network curriculum and cultivate every student's intellectual curiosity.
- Use data to inform teaching and learning, identify areas for intervention and provide feedback to students, staff and families in order to promote progress and outcomes.
- Manage behaviour according to the school's behaviour policy.
- Engage in professional development.
- Lead, develop and line manage the team through the provision of CPD, inset training days and the appraisal process.
- Identify needs and participate in training opportunities in school and within the local authority.
- Participate fully in the School's induction, CPD and appraisal process.
- Contribute to the school's intervention programme.

Job description – all classroom teachers



Behaviour

All staff are expected to do the following

- Implement the school's 'prevention before sanction' Behaviour Policy consistently and fairly.
- Meet and greet students at classroom doors at the start of all lessons.
- Use the 5-0 countdown as the school's universal language to obtain silence.
- Use STAR expectations at the start of every lesson to create a highly focussed climate for learning.
- Implement the school's approaches to behaviour; warm strict, 100% compliance; positive framing and sweating the small things.
- Oversee line up procedures in the morning.
- Log concern and achievement codes each lesson.
- Challenge and address behaviour around the school.
- Role model and lead by example on the school's behaviour procedures.
- Walk students to detention at the end of each day.
- Liaise with parents and carers regarding student behaviour.

Professional development

- Participate fully in the school's CPD programme, weekly CPD programme and INSET days.
- Attend specific CPD and keep up to date with subject specific developments.
- Support and mentor colleagues as appropriate.



Job description

General requirements of all staff

- Adhere to all school policies.
- Work cooperatively with colleagues and under the direction of your line manager.
- Seek support and guidance where needed.
- Always maintain confidentiality.
- Work to promote the safeguarding of all students.
- Promote equality, diversity and inclusion.
- Complete work to a high standard.
- Support and promote the vision of the school.
- Support the school's Jewish ethos.
- Attend school events as required.
- Keep up to date with development changes and legislation in relation to your role.
- Undertake weekly duties as directed, including the supervision of students at the beginning of school, during break times and at the end of the school day.
- To follow school policies and procedures and guidelines as provided by line managers and the school's senior management team
- To attend meetings, parents' evenings and other functions, as required by the Headteacher.
- To uphold agreed standards of dress, behaviour and discipline around the school and when supervising pupils outside the school.

Reasonable requests

Main duties and responsibilities are outlined in the job description. Other duties of an appropriate level and nature may also be required, as directed by the Headteacher and/or line manager. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Please note that the post holder may be required to work outside of normal school working hours for school events, meetings and emergencies. This will be communicated in advance and necessary arrangements will be made depending on staff member's role.

Review Arrangements

These responsibilities may be amended at any time in the future by the Headteacher in order to respond to the changing demands and needs of the school, national initiatives and statutory legislation. The Headteacher/Deputy Headteacher will consult with the postholder at the appropriate time.



Person specification

Qualifications & experience (please refer to these in the personal statement)

- Qualified teacher status and a good honours degree in English or another relevant subject.
- At least 2 years' experience as an English teacher.
- Proven track record of raising standards in a school context.
- Knowledge of what excellent teaching looks like and a track record of delivering at this level.
- A clear philosophy in terms of what an excellent English curriculum looks like and experience of developing curriculum.
- A good understanding of educational research and how this can be used to improve educational provision.
- Experience of coaching and mentoring teachers to successful outcomes.
- Experience of planning and leading reading/literacy/raising achievement interventions.
- Evidence of further professional development and how this has improved professional practice.

Skills & attributes

- Ability to think strategically.
- Ability to delegate and manage teams effectively and efficiently.
- Ability to train, support and develop others.
- Ability to provide detailed analysis and evaluation.
- Ability to work proactively with attention to detail.
- Highly developed interpersonal skills including influential skills.
- Willingness to constructively challenge the work of self and others to continually improve own and team performance.
- Ability to manage conflicting priorities, make decisions and resolve issues in potentially stressful situations.
- Ability to write high quality reports and make presentations to stake holders.
- Ability to work to high standards and with rigor.
- Commitment to equal opportunities.
- Commitment to the school's Jewish ethos.
- Commitment to improving the lives of children.
- Commitment to safeguarding.



Application process

1. Complete the London Borough of Redbridge application form (CVs are not accepted).
2. Complete a personal statement of no more than two sides of A4 outlining how you meet the person specification. Please cover all the points of the person specification as this will be used for shortlisting purposes. **Please complete your personal statement on a separate document and not in the application form.**
3. Email your application form and personal statement to recruitment@kshsonline.uk
4. This vacancy will close on Friday 6th June 8:30am. We may interview suitable candidates as we receive applications. We therefore encourage suitable candidates to apply as soon possible. We reserve the right to close the advert at any point before the closing date.
5. Candidates wishing to visit the school or wishing to speak to a member of the Senior Leadership Team before applying should contact recruitment@kshsonline.uk



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