



# Teacher of English Recruitment Pack

**CRESTWOOD  
COMMUNITY SCHOOL**



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**May we take this opportunity to thank you in anticipation of your application. If, however, you have not heard from us by the proposed date for the interview you should assume that on this occasion your application has not been successful. In that event we wish you every success in any future applications you make.**





## Section 1: Post Advertisement

**Post:** Teacher of English

**Start Date:** September 2026 (1st July if an ECT)

**Location:** Cherbourg Campus

**Salary Scale:** MPR/UPR (depending on experience)

**Contract:** Permanent

**Working Pattern:** Full Time

**Closing Date:** Monday 18th May 2026 12pm

Crestwood Community School is one school with two campuses serving central Eastleigh. We are looking to appoint an enthusiastic and ambitious teacher for our English department to start in September 2026. The English Faculty is an exceptionally upbeat, forward-thinking, and innovative department which is cohesive, team-spirited and collaborative. We are looking for someone who can play an active role in contributing to the already high standards within the faculty, fostering an inquisitive approach to English and reviewing and shaping the curriculum.

This role would suit an experienced teacher or an ECT looking for their first post after qualifying.

The English faculty is a key faculty across both campuses. We have an inspirational Head of Faculty with a wealth of experience. She is enthusiastic, approachable, highly supportive and works with the faculty to promote collaborative planning; enhance teaching and learning and to drive up standards of achievement and attainment. The faculty teaches both Language and Literature and follows the AQA syllabus at KS4.

The faculty comprises an Achievement Leader, working with two Assistant Achievement Leaders, two Lead practitioners, six main scale teachers, three Assistant Headteachers and a fully qualified English specialist delivering intervention. They are a cohesive team and have a strong commitment towards the highest standards of teaching and learning through a thematic, coherent and engaging curriculum.

In English, students will have eight 60 minute lessons per fortnight. At Key Stage 3, they explore a wide range of topics focusing on a variety of themes. Within each theme, students study a breadth of texts ranging from Lightning Strike, The Island at the End of Everything and The Hunger Games. All Key Stage 3 students also regularly visit the library and undertake reading lessons to unpick the morphology and etymology of key vocabulary. At Key Stage 4, students study Language and Literature through an interweaving curriculum, focusing on An Inspector Calls, Macbeth, Power & Conflict poetry and A Christmas Carol as their GCSE set texts. Students are able to experience these texts through a range of extra curricular trips and visits as well as their study in the classroom.

Our Head Teacher has a clear vision and an absolute determination to improve the provision of education across Eastleigh.

This is a happy school, where staff and students want to be. The #Crestwoodfamily pervades through everything we do.

As a school we take staff well being seriously. We offer staff the following:

- Wellbeing weeks, with no commitments scheduled after school
- Free lunch every day
- Half termly cooked breakfasts
- Accrued inset days, taken as twilights, giving staff an additional 4 days off a year
- One well being day per year (during term-time), to be taken at their chosen time (after a qualifying period)
- Weekly thank you bulletin
- Birthday cards
- Heads discretionary leaves of absence for family events
- Acts of random kindness
- Access to mental health first aiders

We will ensure that the successful candidate has:

- Comprehensive induction including a dedicated mentor
- Continuous professional learning, development and improvement
- The opportunity to contribute to raising standards for all our students

As a new member of staff you will be well supported: we have a comprehensive induction process, and you will be given an Induction Mentor and a 'professional buddy'. We hold the Investors in People Gold standard, and see professional learning as a major strategic priority.

Please complete the Teacher Application form that can be found on the school website at

<https://www.crestwood.hants.sch.uk/school-information/vacancies/>

Email it to [hr@crestwood.hants.sch.uk](mailto:hr@crestwood.hants.sch.uk).

Please note we cannot accept a CV as a means of application. We do reserve the right to close this advertisement early if we receive a high volume of suitable applications.

**Crestwood Community School and Hampshire County Council are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure and Barring Service checks along with other relevant employment checks.**



## Section 2: About Crestwood Community School

We are one school over two campuses, serving the children of central Eastleigh, which is a vibrant town, with large amounts of development in both business and residential areas. There has been an expansion in the primary sector with several local schools undergoing expansion to their buildings to accommodate the growth in student numbers. Crestwood merged with the former Quilley School in 2016 to provide one secondary school for Eastleigh, something new and exciting, offering high quality education for the children of Eastleigh. In 2022 we became oversubscribed in every year group and are operating a waiting list across both campuses. The two campuses are situated at Shakespeare Road and Cherbourg Road and both offer the same high quality education to all year groups with little movement of students. We have two specialised Resource Provisions, dyslexia and SEMH.

As the long serving Executive Headteacher of this wonderful school, I have a clear vision and an absolute determination, alongside my team, to continue to improve even further the provision of education across Eastleigh. The school has a very mixed intake and as a result areas such as pupil progress, behaviour and attendance remain a challenge.

The composition of the school as of March 2026 was:

Students	Current	National	Hampshire
School number on roll	1474	Well above average	Well above average
School %FMS(6)	36%	Above average	Well above average
School %SEND support	19%	Close to average	Close to average
School %EHC plan	8.2%	Well above average	Well above average
School %EAL	14.5%	Close to average	Well above average
School number LAC	18	Well above average	Well above average

We agree with the recent Ofsted areas for Improvement and have established school wide staff working parties to address these.

The Ofsted report states that “Leaders and governors are driven by a strong sense of moral purpose. They are ambitious for pupils’ futures and drive to provide the best opportunities for them. Staff share these aspirations and are loyal and committed”.

We care deeply about our school, the staff, the students and the community we serve, we are a school with a heart. We as a school are clear about our improvement agenda and we work cohesively as a school wide team. As this was our fifth consecutive “good” grading it demonstrates that at Crestwood we are continually providing a consistent quality in all we do, against a backdrop of tougher standards and criteria to be judged against.

Staff are predominantly one campus based but may be expected to teach across both sites, whilst playing an active part in their innovative and high-performing teams. Across both campuses we have been successful in establishing a strong culture and ethos, typified by the #Crestwoodfamily.

Our Ofsted report from February 2024 stated that at Crestwood “there is a welcoming, friendly atmosphere”. They also said that “teachers and support staff, including those in the early stages of their career, are proud to work at the school. They particularly value school leader's careful consideration of their workload and well-being so that they can focus their efforts fully on pupils' education.” In addition Ofsted report that “many pupils, staff and parents describe the school as a ‘big family’.

We have enhanced our campuses significantly over the past few years. We have refurbished nearly all areas across the school. We have had a new crescent area and roof at Shakespeare which has enhanced the building significantly. The Cherbourg Campus is situated between the town's two post-16 providers. The site is well maintained with specialist facilities in excellent condition throughout, including 5 new Science rooms and refurbished Sports Hall. In totality we are a school continually on the up and have a can-do-more attitude.



# Section 3: Person Specification

**Job title:** Teacher of English

**Salary Scale:** MPR/UPR (depending on experience) plus TLR 2a £3,527

**Responsible to:** Head of Faculty - English

**Special Conditions:** An enhanced Disclosure and Barring Service (DBS) check is required for this post.

## Qualifications

### Essential

- Graduate with QTS, or qualifying in 2026

### Desirable

- Subject specialist qualifications

## Professional Development

### Essential

- Teaching practice in secondary schools

### Desirable

- Up-to-date INSET in English
- Knowledge of recent curriculum changes in these subjects
- Knowledge of the recent RSE changes to statutory guidance

## Experience

### Essential

- Proven classroom management skills
- Ability to teach English

### Desirable

- Experience of working with children in another role
- Experience of teaching GCSE English

## Knowledge and skills

### Essential

- Proven ability to build positive relationships with students and staff
- Ability to be an effective team member
- A working knowledge of the English curriculum at both KS3 and GCSE

### Desirable

- Clear understanding of strategies to develop the learning process for all students
- Good understanding of how to use data to promote progress
- Good understanding of vocabulary instruction

## Personal Attributes

### Essential

- Reflective and analytical practitioner
- Capacity for hard work with enthusiasm, humour and energy for achieving the best for all students
- Ability to inspire children
- Tenacity and ability to stay calm under pressure
- Ability to provide rigorous and energetic learning experiences

