



Unqualified English Teacher

Dear Candidate,

Thank you for your interest in the role of unqualified English teacher at King Solomon Academy. In this pack, I hope to help you understand more about the role, our school community and the kind of person we are looking for to join our team.

King Solomon Academy is a unique and very special place. As an all-through school serving from Nursery to Sixth Form, we have the privilege of shaping a young person's entire educational experience. Since our inception in 2007, our mission has always been clear: to provide a rigorous and transformational education to each and every child, preparing them to be successful at university and beyond. We commit to this mission because we believe it is the means to address educational disadvantage and lead the way on system change. Our mission is underpinned by four shared values that apply equally to children aged two or eighteen, teachers, leaders, support staff, parents or our wider community of stakeholders: to always aim high, work together, be kind and lead the way.

This role is designed for an ambitious graduate and aspiring teacher who is passionate about English and wishes to train as a teacher in the future while gaining substantial classroom experience along the way. The successful candidate will receive expert coaching, mentoring and professional development as they learn on the job.

The Unqualified English Teacher will play a key role in raising literacy, reading and academic achievement across the academy. They will support through targeted interventions, lead English and EAL (English as an Additional Language) provision, supervise lessons during staff absence and work closely with the Reading Lead as part of the English department to develop their teaching expertise.

This is an ideal role for someone considering teacher training and looking to gain hands-on experience in a high-performing school environment before undertaking Qualified Teacher Status (QTS).

We are looking for someone who is excited by the opportunity to show what is possible, who has a deep belief in the potential of every child to be safe, happy and successful in our school community, someone who combines intellectual ambition with humility.

If you share that same sense of mission and are excited by the opportunity to contribute to the next chapter of KSA's story, we would be delighted to receive your application.

To apply, follow the link at <https://kingsolomonacademy.org/jobs/vacancies>. The deadline to apply is on **13th August 2026**. Please note we will be reviewing applications on an on-going basis, and this advert may close earlier than advertised depending on the level of response. Early application is advised. To discuss the role, please feel free to email the Principal's PA, Abigail Saleh. (a.saleh@kingsolomonacademy.org) or phone on 0207 563 6901 bearing in mind that school will be closed after 17th July.

Yours sincerely,

A handwritten signature in grey ink, reading "Beth Humphreys", followed by a vertical line.

Beth Humphreys

Principal

Job Description: Unqualified English Teacher

Reporting to: Reading Lead

Location: King Solomon Academy, Older Years Site

Salary: Ark Unqualified Teacher scale, Inner London, £29,044 - £42, 017, (AU1 – AU6)

Working Pattern: 8am - 5pm, Monday to Friday

Start date: September 2026

Purpose of the Role

The Unqualified English Teacher will play a key role in raising literacy, reading and academic achievement across the academy. They will support through targeted interventions, lead English and EAL (English as an Additional Language) provision, supervise lessons during staff absence and work closely with the Reading Lead as part of the English department to develop their teaching expertise.

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Key Responsibilities

English Intervention and Academic Support

- Deliver targeted English and/or reading intervention sessions for individual pupils and small groups.
- Support pupils who are working below age-related expectations to accelerate progress in reading and/or writing.
- Use assessment information to identify learning gaps and implement effective intervention strategies.
- Monitor pupil progress and provide regular feedback to teachers and leaders.
- Support pupils preparing for external exams.
- Promote a culture of reading and academic excellence throughout the academy.

EAL (English as an Additional Language) Provision

- Lead targeted EAL interventions to support pupils developing proficiency in English.
- Assess pupils' language acquisition needs and support their academic integration.
- Plan and deliver programmes that develop speaking, listening, reading and writing skills.

- Work collaboratively with subject teachers to ensure EAL pupils can access the curriculum successfully.
- Monitor and report on the progress of EAL learners.
- Build positive relationships with pupils and families to support successful integration into school life.

Cover Supervision

- Supervise classes during the short-term absence of teaching staff.
- Deliver pre-planned lessons and learning activities across a range of subjects.
- Maintain high expectations for behaviour, engagement and classroom routines.
- Ensure pupils remain focused and productive throughout lessons.
- Provide feedback on pupil participation and lesson outcomes.
- Support the smooth day-to-day operation of the academy through flexible deployment where required.

Teaching Development and Training

- Work closely with experienced teachers and middle leaders to develop teaching expertise.
- Observe excellent classroom practice and participate in instructional coaching.
- Develop responsibility for planning and delivering learning activities.
- Engage fully with professional development opportunities provided by the academy.
- Participate in teacher training pathways where appropriate.
- Demonstrate a commitment to pursuing Qualified Teacher Status in the future.

Pupil Culture and Pastoral Support

- Build positive and professional relationships with pupils.
- Support the academy's culture of high expectations, excellent behaviour and strong attendance.
- Encourage resilience, confidence and aspiration among pupils.
- Contribute to enrichment activities, trips, events and wider school life.
- Support pupils' personal development and wellbeing.

Desired Outcomes of the Role

The successful candidate will:

Pupil Achievement

- Deliver interventions that result in accelerated progress in reading and/or writing.
- Improve outcomes for pupils requiring additional academic support.
- Contribute to strong GCSE English outcomes across the academy.

EAL Success

- Ensure EAL pupils rapidly develop confidence and proficiency in English.
- Support EAL pupils to access the curriculum successfully and make strong academic progress.
- Reduce barriers to achievement for pupils who are new to English.

Teaching Development

- Develop the knowledge, skills and confidence required to become an effective classroom teacher.
- Successfully progress towards teacher training and Qualified Teacher Status.
- Demonstrate increasing independence in lesson delivery and classroom management.

Culture and Behaviour

- Maintain consistently high standards of behaviour and engagement during cover lessons and at all times around the building.
- Build strong relationships with pupils that support excellent attendance, effort and achievement.
- Contribute positively to the culture and values of King Solomon Academy.

Person Specification

Essential Qualifications

- A Degree in English or a related subject (or expected completion).
- GCSE Grade C/4 or above in English and Mathematics.

Desirable Experience

- Experience working with young people in a school, tutoring, mentoring, coaching or youth work setting.
- Experience supporting pupils with literacy development.
- Experience working with multilingual learners or EAL pupils.
- Understanding of safeguarding and child protection principles.

Development Opportunities

King Solomon Academy is committed to developing future teachers and educational leaders. The successful candidate will benefit from:

- Regular instructional coaching and mentoring.
- Opportunities to observe expert practitioners.
- Structured professional development and training.
- Experience of teaching, intervention delivery and classroom management.
- Support in applying for teacher training and Qualified Teacher Status pathways.
- The opportunity to become part of a highly successful and ambitious English department.

Skills and attributes

We are looking for these skills and attributes or at the very least, a clear, demonstrable capacity to develop them organised around our four school values:

“Aiming high”

- Prepares for success with excellent organisational and administrative skills
- Works hard to achieve goals
- Never gives up on ourselves, our teammates or our mission
- Willingness to play a full part in school life and go above and beyond to ensure success
- High energy and driven by a ‘whatever it takes’ attitude.

“Working together”

- Works effectively as part of a team

- Seeks out opportunities to build on own and others' strengths and helps others to be better through a culture of clear, kind feedback

“Being kind”

- Able to create a safe, happy and successful environment for everyone in our community
- Shows gratitude
- Takes care of others
- Exhibits pride in achievements of self and others

“Leading the way”

- Has a passion for working with sixth form pupils
- Has confidence to hold pupils to account and have high expectations of them
- Is a positive role model to others
- Is brave
- Shows initiative
- Feels passionate about creating a better future.

Other

- Commitment to equality of opportunity and the safeguarding and welfare of all pupils
- Willingness to undertake training
- This post is subject to an enhanced Disclosure and Barring Service check.

Ark is committed to safeguarding and promoting the welfare of children and young people in its academies. In order to meet this responsibility, its academies follow a rigorous selection process to discourage and screen out unsuitable applicants. Ark requires all employees to undertake an enhanced DBS check. You are required, before appointment, to disclose any unspent conviction, cautions, reprimands or warnings under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar you from employment - this will depend upon the nature of the offence(s) and when they occurred. To read more about Ark's safer recruitment process, please click this [link](#).