



# SMITHILLS SCHOOL

## SUCCESS FOR ALL

**Key Stage 4 Lead in English  
Candidate Information**



### OUR VALUES





Welcome to Smithills School

Thank you for expressing an interest in the position of English Teacher - Intervention at Smithills School. This is a wonderful opportunity to join our successful, over-subscribed 11-16 school at an exciting stage of our journey.

Smithills School is proud to be part of Bolton Impact Trust, a small, values-driven multi-academy trust comprising:

- Youth Challenge
- Lever Park
- Forward Centre
- Park School

Although each school within the Trust serves a different setting, we share a common vision and a strong set of values. Bolton Impact Trust is committed to pupil-centred, inclusive education and has consistently fostered a culture of collaboration and mutual support that reflects our own ethos.

As Headteacher I am fortunate to work alongside our talented staff, pupils, families and community partners. Our school is a very special place where we respect individuality, diversity and difference. Every child who joins us is encouraged to achieve and every adult who joins our team is given the opportunity to contribute.

Our values of Excellence, Independence and Community are evident in all that we do. They combine to ensure our vision of 'Success for All' is achieved.

In September 2023, just two weeks into my headship, the school was rated as 'Requires Improvement' in both Quality of Education and Leadership and Management but was judged as 'Good' for Personal Development, and Behaviour and Attitudes. Ofsted acknowledged that 'pupils are warmly welcomed and quickly settle into school life,' praised our 'high aspirations for pupils' achievement,' and highlighted that 'staff feel happy and proud to work' at the school. They affirmed that we are heading in the right direction with the changes we are making, noting that more time is needed to fully implement and embed these improvements.

Since then, we have had a very positive monitoring visit, leaving us with only one Area for Improvement (AFI). Ofsted's feedback included that across curriculum areas, subject leaders have clearly identified the essential knowledge pupils must learn and the order in which it should be taught. Additionally, disadvantaged pupils and those with special educational needs and/or disabilities (SEND) are benefitting significantly from these efforts.

Our pupils are at the heart of everything we do. We are committed to developing and nurturing every child, providing the very best standards of education through a strong, knowledge rich curriculum, which is built around our expectations that all pupils will develop their depth of understanding across a wide range of subjects, securing an ambitious education for all. We also offer our pupils a wealth of cultural experiences, broadening horizons and developing self-esteem which provides them with the skills to make positive contributions to society, now and in the future.

We are committed to the continued professional development of all our colleagues and take our responsibility to develop leaders of the future seriously. We are equally committed to staff wellbeing: we provide a package of support to help all colleagues achieve a happy work life balance and we have a thriving wellbeing group that initiates real change in school.



If you are a dynamic, motivated, conscientious professional who has a passion for working with children and young people and you feel you have the skills and personal attributes to work as part of an innovative, energetic and ambitious team, we would love to hear from you.

### **Why work at Smithills?**

As a team, we value every member of staff – from the site team to middle leaders, from teachers to SLT, from canteen staff to teaching assistants, from pastoral staff to IT support. We know that every person on our staff is crucial to the strategic development and the operational work of our school. As such, we promote well-being and prioritise manageable workloads in the following ways:

- SLT are supportive and highly visible around our site
- Teachers have their own classrooms
- We are committed to the Education Staff Wellbeing Charter
- Staff wellbeing is prioritised with free access to our swimming pool, gym, 'Friday football' and all sports centre activities during the week and at weekend
- The Staff Wellbeing Team includes broad representation from teaching and associate staff
- This team meets at least every half term, capturing staff voice and responding with concrete actions
- Teaching staff typically have above the national expectation of 10% of Planning, Preparation and Assessment (PPA) time
- Every teacher has a protected Professional Development hour every fortnight
- CPD is a regular feature of our calendar and includes teaching and support staff
- Opportunities for career development are embedded in our structures and systems
- Early Careers Teachers thrive in a supportive and caring environment. They have access to a broad and individualised programme of professional development
- As part of our commitment to continuous professional development all staff are encouraged and supported to undertake further study
- Internal applications for a range of roles are actively encouraged
- Data entry points are kept to a minimum for each year group
- Every department has high quality 5-year curriculum plans in place
- Departmental marking policies have been designed to actively reduce marking workload
- All teaching staff have an iPad/laptop
- The correction system is centralised
- Lunch duties are paid
- Reprographics is centralised

Most of all, though, we offer something which a bullet point list cannot capture: our staff and students are friendly and fiercely loyal to our school. Our school is a community and we are proud of that.

**'Leaders at all levels carefully consider the impact of any changes that they make to school systems which may affect the workload and well-being of staff'.**

OFSTED  
September 2023

We encourage you to come and see our school for yourselves. Please contact the Headteacher's PA, Chris Shaw on 01204 842382 ext. 104 or [c.shaw@smithillsschool.net](mailto:c.shaw@smithillsschool.net) to arrange an appointment. A member of SLT will be only too happy to show you around.



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**Closing date for applications: 9.00am Thursday 14<sup>th</sup> May 2026**

**Interview date: To be confirmed**

### **Job Description**

Every member of staff at Smithills School is expected to maintain, support and promote the vision and values of the school in and through the exercise of all contractual duties and any voluntary activities.

<b>Department</b>	<b>SMITHILLS SCHOOL</b>
<b>Job Title</b>	<b>KS4 Lead in English</b>
<b>Salary Scale</b>	<b>Teachers Pay Scale plus TLR2C £3,527</b>
<b>Reporting to Responsible for</b>	<b>Subject Leader and Nominated Senior Leader Teaching and Associate staff within the department</b>

#### **MAIN RESPONSIBILITIES OF THE POST**

The post holder is required to fulfil the professional responsibilities which are common to all classroom teachers in the school, as outlined in the current School Teachers' Pay and Conditions Document. These detail the professional duties required of teachers, together with requirements for management time, working time, guaranteed planning, and preparation time. The school complies with these requirements in order to make reasonable demands of teachers.

The post holder's key responsibilities will be to lead and manage KS4 in the English Department, ensuring the highest quality curriculum, teaching and learning and, thus, the best possible outcomes for all learners

#### **PROFESSIONAL RESPONSIBILITIES**

The post holder will be expected to match the characteristics described in the Professional Standards for Teachers, as appropriate to his/her career stage, and will be required to exercise his/her professional skills and judgement to carry out, in a collaborative manner, the professional duties set out below. This post is covered by the School Teachers' Pay and Conditions Document (STPCD) and the Burgundy Book Conditions of Service for School Teachers in England and Wales.

The main and professional responsibilities for this post assume those of a teaching post. In addition, the following apply:

#### **Post-Specific Responsibilities**

##### **In particular you will:**

- Assist the Headteacher in leading Smithills School in such a way that the highest standards are secured amongst staff and students in all areas of the school's performance and practice
- Act as a role model for staff, providing support and advice to them whilst holding them accountable
- Lead on improvement strategies, coach and support staff, ensure quality, monitor and evaluate performance, particularly within KS4
- Ensure that all KS4 students across the full prior attainment range enjoy maximum support and opportunities to reach their full potential, achieving a position where they can become effective and valued stakeholders in the school and in the wider community

- Contribute to all self-evaluation measures and quality assurance processes

**As KS4 Lead in English you will:**

- Work alongside the Subject Leader to evaluate and review all aspects of the Department's work as part of an annual cycle and action plan for all improvements needed
- Work alongside the Subject Leader to lead the English Department to meet all targets in the departmental action plan
- Develop an appropriate and engaging English curriculum for Key Stages 4, manage its delivery and assure its quality and impact
- Lead on the implementation of high-quality Schemes of Learning at KS4
- Work alongside the Subject Leader and other TLR post-holders to lead on the quality of Teaching and Learning in the English Department, ensuring that all students are both engaged and challenged in all lessons
- Closely monitor, track and analyse KS4 student progress at all levels, and implement appropriate intervention strategies to prevent underachievement
- Ensure reporting on student progress at KS4 in the English Department is consistently of a high standard
- Scrutinise the progress of different groups of students at KS4, including the more able, disadvantaged children and students with SEND, and intervene where necessary to ensure all learners can make at least expected progress and no child is left behind
- Ensure the teaching of reading, writing and communication is effectively incorporated into lesson across the English curriculum at KS4
- Actively identify and remove barriers to learning at KS4 in the English Department including managing student behaviour within the department
- Hold English staff to account through Quality Assurance and Appraisal procedures
- Ensure all staff in the English Department access high quality professional development to support both individual and departmental needs, with a specific focus on KS4
- Support the Subject Leader to monitor the impact of professional development
- Support and manage trainee and Early Career Teachers as required
- Administer all necessary examination procedures
- Create a happy, dynamic, innovative culture in the Department and ensure all staff are performing to at least a good standard and are happy and motivated in doing so

**Other responsibilities**

- Liaise and collaborate with peers in school and in other schools to share, disseminate and develop good practice
- Develop effective partnerships with parents and carers both informally and through formal home/school communications procedures
- Play an active part in the provision of a range of enrichment activities and extra-curricular activities across the curriculum area
- Undertake the role and responsibilities of a Form Teacher
- Comply with any reasonable request from a manager to undertake work of a similar level which is not specified in this job description
- Engage actively in the performance review process
- Be committed to continuous professional development
- Carry out any other reasonable duties as assigned by the Headteacher



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## Person Specification

The successful candidate must be able to demonstrate that he/she has the qualifications, experience, knowledge, abilities and personal qualities outlined below. References obtained about candidates will also be used in the assessment of their suitability for the post.

Essential	Desirable	Method of Assessment
<b>Qualifications, Training, Experience</b>		
<ul style="list-style-type: none"> <li>• A relevant degree and teaching qualification</li> <li>• Qualified Teacher Status</li> <li>• Post qualification professional development</li> <li>• Experience as TLR holder / Assistant Subject Leader in English Department</li> <li>• Evidence of outstanding classroom teaching</li> <li>• Evidence of leading on department self-evaluation and assessment for learning</li> <li>• Experience of effective use of data to challenge underperformance</li> <li>• Proven record of raising standards</li> <li>• Good prioritisation and time management skills</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of leading CPD and developing others, and of supporting colleagues at various professional stages</li> </ul>	<ul style="list-style-type: none"> <li>• Application form, observed lesson and interview</li> </ul>
<b>Knowledge and Abilities</b>		
<ul style="list-style-type: none"> <li>• To have detailed knowledge of the requirements of National Curriculum in English</li> <li>• Knowledgeable with the planning and delivery of KS3 and KS4 English courses with a view to improving attainment and achievement</li> <li>• The ability to use data, resources and initiatives to raise attainment for all students</li> <li>• Able to use interventions effectively to aid attainment</li> <li>• Evidence of using new initiatives successfully</li> <li>• Proven interpersonal skills to form and promote positive relationships with staff, students, parents, external agencies</li> <li>• Set high expectations for students and establish a clear framework for classroom discipline promoting good student relationships and independence whilst managing student behaviour constructively.</li> <li>• Good communication skills</li> <li>• The ability to manage the work of others and monitor and evaluate the quality of their work</li> </ul>		<ul style="list-style-type: none"> <li>• Application form, observed lesson and interview</li> </ul>



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<ul style="list-style-type: none"> <li>• Work effectively as part of a team developing positive relationships with colleagues, students, parents and other agencies as appropriate.</li> <li>• The ability to lead and use innovative ICT to facilitate learning</li> </ul>		<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Personal Qualities</b>		
<ul style="list-style-type: none"> <li>• Ability to work under pressure, meet deadlines and remain calm</li> <li>• Good time management and organisational skills</li> <li>• Clear dedication to teaching as a career</li> <li>• Energy and enthusiasm and a liking for work with young people</li> <li>• Flexibility and an ability to respond creatively to changing circumstances</li> <li>• Appropriate professional dress and appearance</li> <li>• Sense of humour</li> </ul>	<ul style="list-style-type: none"> <li>• Commitment to extra-curricular activities</li> </ul>	<ul style="list-style-type: none"> <li>• Application form/ interview</li> </ul>

**The roles and responsibilities in this job description may change and/or evolve in a reasonable manner over time.**

**The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.**

### Safeguarding

Smithills School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Successful candidates are subject to an enhanced disclosure from the Disclosure & Barring Service.

Current or previous employers will be contacted as part of the verification process pre-appointment checks if the applicant is short-listed. Information requested will include:

- Disciplinary offences relating to children, including any which the penalty is “time expired”
- Whether the applicant has been the subject of any child protection concerns
- The outcome of any enquiry or disciplinary procedure

Any discrepancies or anomalies in the information provided or issues arising from references will be taken up at interview.

We may use internet searches using information held in the public domain to perform due diligence on candidates in the course of recruitment, in terms of suitability for the post applied for. Where we do this, we will act in accordance with our data protection and equal opportunities obligations.

C. Dewse

Headteacher