



SMITHILLS SCHOOL

SUCCESS FOR ALL

English Teacher - Intervention
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 pupils 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 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 on 9th March 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.

Department	SMITHILLS SCHOOL
Job Title	English Teacher - Intervention Permanent
Salary Scale	MPS/UPS
Reporting to	Subject Leader - English

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 work under the direction of the Subject Leader for English in delivering high-quality interventions and lessons to pupils.

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:

- Work under the direction of the Subject Leader for English to support the delivery of high-quality English intervention for identified pupils.
- Deliver targeted small-group and, where appropriate, one-to-one English support to address gaps in knowledge, build confidence, and accelerate progress.
- Act as a positive role model for pupils, promoting high expectations for effort, engagement, and achievement in English.

- Support pupils across the full prior attainment range, with a particular focus on those at risk of underachievement, ensuring they are well prepared for the next stage of learning or assessment.
- Contribute to the school's self-evaluation and quality assurance processes by providing feedback on the impact of interventions and pupil progress.

AS AN ENGLISH TEACHER - INTERVENTION, YOU WILL:

- Deliver structured, well-planned intervention sessions that align closely with the English curriculum and departmental priorities.
- Have secure subject knowledge in English and a clear understanding of GCSE content and assessment requirements.
- Work closely with the Subject Leader for English and class teachers to identify pupils' specific misconceptions and learning gaps.
- Use assessment information effectively to plan intervention work and adapt support in response to pupils' progress.
- Monitor and track the progress of pupils receiving intervention, maintaining accurate records and reporting outcomes to the Subject Leader for English.
- Contribute to ensuring high-quality literacy within intervention sessions, including the accurate use of English language and notation.
- Provide timely feedback to pupils to help them understand how to improve and make progress.
- Support disadvantaged pupils, pupils with SEND, and other identified groups by adapting approaches to meet individual needs and removing barriers to learning.
- Be expected to provide tailored support for pupils who have significant barriers, including nurture groups and pupils who access lessons in The Bridge.
- Promote positive behaviour for learning within intervention groups, ensuring sessions are purposeful, calm, and focused.

OTHER RESPONSIBILITIES

- Liaise effectively with English staff and other colleagues to ensure intervention work complements classroom teaching.
- Communicate appropriately with parents/carers, where required, in line with school procedures.
- Contribute to enrichment or additional support opportunities within the English department, as appropriate.
- Engage fully in the school's performance management and professional development processes.
- Demonstrate a commitment to continuous professional development, particularly in relation to English pedagogy and intervention strategies.



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- Comply with any reasonable request from a line manager to undertake work of a similar level appropriate to the role, for example, teaching a mainstream class.

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
Qualifications, Training, Experience		
<ul style="list-style-type: none"> • A relevant degree (e.g. English or a closely related subject) and/or a recognised teaching or education-related qualification • Experience of working with secondary-aged pupils in a school or educational setting • Experience of supporting pupils' learning in English, including small-group or targeted intervention work • Evidence of securing improvements in pupils' understanding or attainment • Commitment to ongoing professional development 	<ul style="list-style-type: none"> • Experience of working within a English department • Experience of delivering structured intervention programmes (e.g. KS3 catch-up or KS4 exam preparation) • Experience of supporting pupils who are disadvantaged or have SEND • Experience of examining GCSE English Language for Eduqas and English Literature for AQA • Relevant safeguarding or first aid qualification 	<ul style="list-style-type: none"> • Application form and interview
Knowledge and Abilities		
<ul style="list-style-type: none"> • Secure subject knowledge in English, particularly across KS3 and KS4 • Understanding of the National Curriculum requirements for English • Ability to support the planning and delivery of English interventions under the guidance of the Subject Leader for English • Ability to use assessment information to identify gaps in pupils' knowledge and target support effectively • Experience of delivering focused interventions to raise attainment and build confidence in English 	<ul style="list-style-type: none"> • Experience of supporting colleagues at different career stages • Familiarity with school assessment systems and data tracking • Experience of evaluating the impact of intervention work and adapting practice accordingly 	<ul style="list-style-type: none"> • Application form and interview



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<ul style="list-style-type: none"> • Strong interpersonal skills, enabling positive relationships with pupils, staff and parents • Ability to set high expectations for pupils and promote positive behaviour and engagement in learning • Good communication skills, both verbal and written • Ability to work collaboratively as part of a team and follow agreed departmental systems and routines • Confident use of ICT and online platforms to support learning 		
Personal Qualities		
<ul style="list-style-type: none"> • Ability to work calmly and effectively under pressure • Good organisational and time-management skills • Clear commitment to supporting pupils' progress and success in English • Enthusiasm for working with young people and helping them overcome barriers to learning • Flexibility and willingness to adapt approaches to meet pupils' needs • Professional attitude, appearance and conduct • Positive outlook and a sense of humour 		Application form/ interview

Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the English Teacher - Intervention will carry out. The postholder may be required to do other duties appropriate to the level of the role, or at the discretion of the Headteacher.

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



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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