

# Associate Assistant Headteacher: English

## Leadership Range: L6 to L11

### Application Pack

#### Start Date: 1st September 2026

## Millfield's Awards



Lancashire Race Equality and Inclusion Badge



Lancashire Religion & Belief Equality Badge



Lancashire Disability Equality and Inclusion Badge



Lancashire Socio-economic Equality Badge



SENDIA  
Inclusion Award



SECONDARY GEOGRAPHY QUALITY MARK



Gold  
BEHAVIOUR  
QUALITY MARK



STEM CLUBS QUALITY MARK  
BRONZE



QUALITY IN CAREERS  
STANDARD



The  
CPLD Quality Mark  
Silver



MUSIC  
MARK



The  
Ogden  
Trust



FFT National  
Attendance Award



WAS  
Wellbeing Award  
for Schools  
2025 - 2028



LANCASHIRE  
Learning  
4 Life  
Award  
Gold

# Welcome from the Headteacher

Thank you for your interest in the position of AAHT English at Team Millfield. This is an exciting opportunity to join a dynamic team of expert teachers and leaders who are focused on providing the best outcomes for our students. The Governors and I are looking for an enthusiastic and successful leader who is driven, determined and passionate about improving students' lives through high-quality teaching and learning. We are looking to appoint an outstanding practitioner, who will lead the English department to continued success and will contribute to whole-school improvement.



We are a small, family school with around 890 students on roll. Millfield is the school of choice for our area and we have been vastly oversubscribed for many years. 96% of our parents recommend us to other parents and 95% of our students would recommend us to a friend. We have a culture of high expectations, high ambition and behaviour is outstanding; there is a real belief in the Team Millfield ethos.

I have worked at Millfield since 2009 and am incredibly proud to have been appointed as Headteacher in September 2018. I am a firm believer in giving every student the opportunity to be the very best that they can be; background should not be a barrier to a child's success. As a team, we have fostered a culture of continuous reflection and improvement; embracing the ethos "If we create a culture where every teacher believes they need to improve, not because they are not good enough, but because they can be even better, there is no limit to what we can achieve." Staff morale at Millfield is high and our team are proud to work at our school.

The school has been on a journey of transformational improvement: we introduced a new curriculum model and student-centred options process, and students' outcomes have been on a steady upward trajectory. We are quickly becoming a trail-blazing, beacon school and have been recognised with numerous awards: Careers; Attendance; Wellbeing; SEND; the first secondary school in Lancashire to achieve the Behaviour Gold Mark; STEM; CPLD and Equalities. We strive to 'Create Bright Futures' for all our students.

We have a fantastic team ethos; through an embedded coaching model, staff collaborate to ensure that developing consistently high-quality teaching and learning is at the heart of everything we do.

## We have a clear, shared vision:

*By providing a world-class education for all, through high expectations, ambition and consistent high-quality teaching, students will flourish and make exceptional progress (academically and personally), so they are equipped to reach their full potential. We aim for the school to Be Exceptional in everything we do: curriculum; teaching; learning; challenge; behaviour for learning; progress and attendance, to ensure our students leave our Millfield family as well-rounded individuals. We aim to Create Bright Futures for all students.*

**We can offer you:**

- Collaborative planning with centralised, shared schemes of learning, assessments and resources;
- All students arrive to school fully equipped for the day;
- An embedded, strict behaviour policy, with centralised detentions, in a school where behaviour is recognised as 'outstanding';
- An assessment and marking policy that has been written by departments, not a whole-school policy;
- Centralised detention system;
- A commitment to staff development in terms of high-quality, award-winning CPL;
- Coaching, to continuously improve teaching and student outcomes, with no 'graded' lessons or 'observations';
- A unique Team Around the Teacher induction programme;
- Protected PPA and additional non-teaching contact time, with a no-cover policy;
- Four home-based INSET sessions, spread throughout the year (one always after open evening for wellbeing);
- An opportunity to complete our Millfield Leadership Pathway Qualification;
- Being part of an outward-facing school;
- Supportive line management and appraisal, with automatic pay progression;
- Teachers' Pension Scheme (employer contribution rate 28.68%);
- Free external wellbeing and health package (e.g. gives access to free physio, weight loss programmes, emergency Doctor's appointments and counselling);
- Free annual flu vaccinations and NHS check-ups in school;
- Cycle to work scheme;
- Free laptop;
- Recognition and retention of excellent staff through internal promotion;
- A supportive, highly-visible SLT committed to staff wellbeing and reducing workload, as well as being committed to the Millfield Wellbeing Charter;
- A friendly and dedicated team of experienced and supportive teachers, teaching assistants, support staff and pastoral staff;
- A team of staff who are committed to ensuring that children are both nurtured and educated;
- Enthusiastic students who have excellent attendance, enjoy coming to school, learning and being stretched and challenged;
- Engaged and supportive governors who want the best for our students;
- And the opportunity to be part of the successful, award-winning, Team Millfield.

If you have the skills, drive and enthusiasm to complement the Millfield vision and be part of our success, then I look forward to receiving your application.



Mrs Nicola Regan  
Headteacher



# Welcome from the Governing Body

Dear Colleague,

I would like to thank you on behalf of the Governing Body for the interest you have shown in our school and this position that you have applied for. This is an exciting opportunity and the successful applicant will be joining a happy, successful and welcoming school.



The Governing Body is seeking to appoint an Associate Assistant Headteacher for English who can teach high quality lessons, be an inspirational leader, and contribute to the continued success of the English department.

The school has had fantastic success over the last few years, including being in the top 10% of schools nationally for attendance and in our last Ofsted inspection in July 2022. The governors have a very simple wish for the school and that is to provide an environment that allows all students to flourish and become the very best that they can be. The majority of the governors are recruited from our parents and we all have a keen and vested interest in providing the advice and support to help the school in its strategic vision.

We wish you every success with your application, and we look forward to working with you over the coming years.

Yours faithfully,

A handwritten signature in black ink that reads "David Slack".

Mr David Slack

Chair of Governors



# Welcome from the Students

Dear Applicant,

Welcome to Team Millfield! Our school is a place where students feel safe and welcome. Our students are respectful and polite, and we enjoy coming to school. When students come to Millfield every morning they know how to behave and how to get the most out of their lessons. Millfield is a great environment where students transform from young children in Year 7 to young adults in Year 11, ready for the world.

During our time at Millfield, every one of us has had a chance to shine and experience things we may not have done without the school. From our breath-taking trips to New York, Italy and France, to our wonderful clubs, such as Minecraft, debating society, art and the many sports and extracurricular activities. Our school has so much to offer! The Year 11s who leave Millfield and go on to the next stage of their educational journey always miss these fantastic opportunities. Our teachers care about all students' life chances and it is vital, from a teacher's perspective, for students to have the best five years possible. Leaving school with phenomenal grades is important but so are the experiences that will last a lifetime. Here at Millfield we get both!

We believe that Millfield is a journey that everyone's driving through together. We always admire a person with a personal drive for what they want to do. As students, we would want a teacher who is ambitious, strict, and hard-working. If you do come to work at Millfield, we would love you to also be a kind and warm person who students know they can smile at on the corridor. We hope that you will be joining us here at Millfield and become part of our exceptional team.

Yours faithfully,

The Senior Student Team



# Staff Testimonials

"My journey with Millfield began in 2013 as a Teaching Assistant in the pastoral department. I quickly fell in love with the school and its supportive environment, which inspired me to complete my teaching degree. After two years lecturing at a local college and university, an opportunity arose to return to Millfield as a teacher of Health and Social Care. I was thrilled to come back to a school that had played such a key role in my development."

With strong encouragement from the leadership team, I shared my vision for the department, which led to the successful introduction of Childcare and my appointment as Head of Health, Social and Child Care. While building the department, I completed a Master's in Education (Teaching and Learning), fully supported by the school through my research and dissertation. I am now proud to be the Head of Vocational Education, overseeing a dynamic and growing area of the school. Millfield continues to invest in my development through excellent CPL opportunities, including middle and senior leadership training.

Beyond being a staff member, I'm also a parent. I chose Millfield for both of my children because of its outstanding teaching, inclusive community, and the wealth of extracurricular opportunities, from school trips to the Duke of Edinburgh's Award. There was never another choice for us.

Millfield is more than just a workplace; it's a place where both staff and students are empowered to thrive."

Sheena Taylor, Head of BTEC Health & Social Care, Quality Assurance for Vocational Education



"From the very first tour I had of the school with Mrs Regan, I was impressed by the school's ambition and welcoming community. I joined Team Millfield as a Humanities Teacher in September 2023, and I've genuinely enjoyed every moment since. As a second-year Early Career Teacher, I've felt incredibly well-supported through a structured induction programme that includes regular one-to-one mentoring, a reduced timetable, and bespoke CPL sessions. These opportunities have helped me to reflect and refine my practice, while also building confidence in my classroom teaching."

A highlight of my time at Millfield so far has been taking on the role of Head of House. This position has allowed me to support students across different year groups, organise house events, and help foster a strong sense of belonging and school spirit. This was an opportunity that I felt I could grasp because of the guidance, advice and support I had received in my first year at Millfield. Millfield is a school that truly values its staff, supports career development, and gives you the space to grow. I feel proud to be part of Team Millfield and couldn't recommend the school more highly."

Sophie Weir, Teacher of Humanities & Head of Rhinos



"I joined Team Millfield in September 2022, and it has been the best decision of my career. Since the day of my interview, when I was taken on a tour of the school by the Head Boy, who spoke about Millfield with such pride and enthusiasm, I have been excited to start and join such a wonderful and collaborative team."

Throughout my first half-term of working at Millfield, the staff have been supportive and welcoming, helping me to settle and adjust to new procedures and processes. There have been regular CPL sessions with a thorough CPL programme to ensure all staff continue developing, as well as a supportive SLT who have already let me enrol on different courses to ensure I continue developing as a teacher.

As for the students, it is refreshing to be in a school where there are high expectations and a focus on consistency, allowing teaching staff to focus on teaching and ensuring all students are making progress. The students want to learn, and it has been a rewarding experience to see such progress being made within the first half-term, with students being enthusiastic about learning languages. The addition of Spanish has also generated a buzz within the department and students alike. Already I feel like a valued member of staff, and I look forward to continuing to learn and develop my career here at Team Millfield."

Christopher Hardy, Second in Modern Foreign Languages.

# Staff Testimonials



"In 2009, I was placed at Millfield as part of my PGCE course through the University of Cumbria. Fortunately, a vacancy within the English department was advertised during this time and I was lucky enough to secure a permanent post. In the years since then, I have worked as a teacher in the English department, been promoted to third in English, Pupil Premium Coordinator, Lead Practitioner, Head of English and now, 15 years later, I'm the Assistant Head teacher in charge of Teaching & Learning.

As you can see, Millfield creates opportunities for its staff. This is testament to the Headteacher and SLT who listen carefully when you talk about your expectations for professional development and, in turn, create opportunities to help and support you along your chosen career pathway.

You may have read, or heard of, the expression 'Team Millfield', it's not a cliché, it's not a sales pitch and it's not merely a motto for the children to adhere to. It's at the heart of everybody who works and learns here. All the fantastic staff go above and beyond to support one another, learn from one another and share best practice with one another and it genuinely is a wonderfully enriching learning environment to be in."

Hannah Morton, Assistant Headteacher for Teaching & Learning

"I started at Millfield as Deputy Headteacher in September 2019, after having worked in other schools for 18 years. I remember visiting the school for the first time in February 2019, prior to applying for my current role, and I was truly amazed. I was greeted by a very passionate and enthusiastic Headteacher who clearly has an exceptional vision for her school and wants the absolute best for her colleagues and students – I just had to apply!

I thoroughly enjoy working at such an exceptional school where everyone feels valued and the students are really keen and eager to learn. I am really excited about the future of our school and what we will all achieve together - it is such a privilege to be part of Team Millfield!"

Bill Humphreys, Deputy Headteacher



"I first experienced teaching at Millfield through a placement in my training year and was immediately impressed by the ambition and drive of the school. I was lucky enough to secure a job here starting in September 2021 and have enjoyed every second since.

As an ECT at Millfield, I had a dedicated mentor as part of my induction programme who offers me one to one support. I also benefited from a reduced timetable and access to regular CPL opportunities to allow me to develop my practice.

A real highlight of the job so far has been taking on the role of a Year 7 form tutor, getting to know the students well and helping to guide them through their first year here at Millfield. I could not recommend the school more highly, and hope that you are successful in your application to join 'Team Millfield'."

Tom Yeoman, History Teacher

### PRIORITISE MENTAL HEALTH

There is no stigma attached to mental health issues, and we promote an open and understanding culture. All staff have free access to SAS (School Advisory Service) for wellbeing; this is a wide-ranging health and wellbeing support service. Wellbeing is included on all staff appraisals.

### DRIVE DOWN UNNECESSARY WORKLOAD

We aim to work by the phrase, "Anything that does not impact on student progress needs to be reassessed, as it is either a distraction or an indulgence." We will do this by streamlining documents, assessing when tasks are calendarised, and follow each department's feedback policy to avoid unnecessary marking workload.

### CULTURE OF EXCELLENT BEHAVIOUR

As colleagues we will support each other by ensuring consistency with high expectations of behaviour. All staff lead by example and good behaviour of students will be rewarded.

### STAFF HAVE A VOICE

All colleagues should feel listened to. The workload and wellbeing working party will meet every half-term to consider concerns or suggestions. We will ensure that staff have an opportunity to share their views on wellbeing through an annual survey.

### DEVELOPMENT AND RECOGNITION

All colleagues should have regular conversations with their line managers. Recognition of hard work and praise should be given and constructive feedback should guide continuous development and progression. Career progression and CPD will be discussed through the appraisal process.

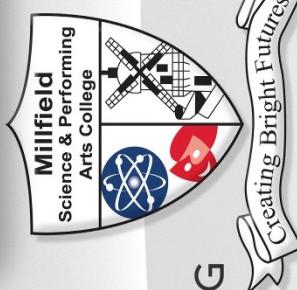
### COMMUNICATION

All colleagues should think before sending an email and ask themselves, "Does this need sending?" We encourage everyone to speak face to face or pick up the phone. Briefing – every Monday, will be an opportunity to praise colleagues and communicate information that we may have previously emailed. Staff are not required to take notes, they will be sent out as a reminder.

### SUPPORTING EACH OTHER

As colleagues we will show empathy and look out for each other. Everyone should check the wellbeing of colleagues. Make a special effort to give praise and positive words of encouragement.

## WELLBEING CHARTER



# Job Description

## Associate Assistant Headteacher: English

### Overall Purpose of the Post:

- Have a leading and highly visible role, ensuring the relentless pursuit of pastoral and academic success of all students.
- Share a vision with colleagues that reflects the highest aspirations for students' learning and teachers' teaching.
- Set high standards and lead in monitoring, evaluation and review of education quality within English.
- Be accountable for students' attainment, progress and outcomes in English at KS3 and KS4. Ensuring outcomes remain consistently high in English.
- Support, hold accountable, develop and lead the English Department to ensure consistent high-quality teaching and achievement.
- Embed a culture of high aspirations for all students, regardless of background.
- Work alongside SLT to develop a strategic vision for the English department, including SEF and DDP, ensuring excellent outcomes.
- Lead on areas of the SDP relevant to English and whole-school priorities.
- Contribute to the strategic development of the SDP and implement the whole-school vision.
- Translate vision into priorities and action plans to maximise student progress and achievement.
- Support and develop school policies promoting high expectations, achievement and inclusion.
- Champion cross-curricular literacy initiatives.
- Lead the integration of digital and AI literacy within the English curriculum.
- Promote reading for pleasure across the school, overseeing initiatives and events.
- Support continuous improvement and coach colleagues to raise standards.

### Principal Accountabilities

#### Leadership and Governance

- Be an inspirational leader and role model with high visibility.
- Set and model the highest standards of professionalism and behaviour.
- Demonstrate school values and create a positive culture.
- Lead a team of teachers through induction, support, guidance and effective communication.
- Ensure staff implement school policies and meet deadlines.
- Articulate a strategic vision for English and write the annual governors' reports.
- Hold staff accountable through appraisal and coaching.
- Line manage the Literacy Coordinator to embed whole-school literacy and oracy priorities.
- Conduct student voice and act on outcomes.
- Establish partnerships with external organisations for enrichment.
- Lead staff wellbeing initiatives within the department.
- Contribute towards a mentoring programme for ECTs and aspiring leaders.
- Coordinate departmental CPL aligned with whole-school priorities.
- Implement effective intervention programmes.
- Develop the English department's profile in the community and feeder primaries.
- Report Health & Safety issues and manage English capitation budget.
- Lead evidence-informed continuous improvement, ensuring systems and processes are evaluated for *impact* (not just intent), and are proportionate and sustainable.
- Maintain concise, accessible evidence (department folder) and be inspection-ready through professional conversations, quality assurance, lesson observation, work scrutiny and student voice that demonstrate typical practice.
- Be prepared to articulate English's intent, implementation and impact during line management meetings and inspection conversations, aligned to the SDP/DDP.
- Undertake any other reasonable duties as directed by the Headteacher.

## **Curriculum and Teaching**

- Be an outstanding classroom practitioner.
- Maintain high-quality teaching through rigorous quality assurance and feedback.
- Monitor and evaluate student performance and take action for improvement.
- Engage staff in creating and improving schemes of learning.
- Embed effective assessment and analyse data for impact.
- Ensure teachers are setting and marking purposeful home-learning and implementing revision strategies.
- Identify underachieving students and implement interventions.
- Ensure core forms and intervention are purposeful and have impact on outcomes.
- Liaise with SEN team and Progress Leads to meet all students' needs.
- Lead and coach teachers in DLC sessions.
- Innovate curriculum with inclusive and diverse texts.
- Contribute to whole-school literacy and numeracy targets.
- Develop strategies to stretch and challenge students.
- Embed metacognitive strategies for independence and resilience.
- Collaborate and research best practice locally and nationally.
- Coordinate annual English-themed events (e.g., National Poetry Day, World Book Day).
- Ensure the English curriculum is ambitious, coherently sequenced, and adapted meaningfully so SEND and disadvantaged students can access and progress through it.
- Evidenced integration of digital literacy (and responsible use of AI) that enhances learning and prepares students for future contexts.

## **Achievement and Inclusion**

- Identify students at risk of underachievement and implement additional interventions to ensure their success.
- Liaise with the AAHT maths to ensure monitoring of headline measures (maths/English measure) so targeted intervention and support can be put in place.
- Embed the principles of effective assessment (ensuring it is consistent across the department) and analyse data for impact on outcomes.
- Ensure the department contributes to whole-school literacy and numeracy targets, with measurable impact.
- Track attainment and progress for all groups (including disadvantaged and SEND), demonstrating the impact of teaching, curriculum adaptations and interventions.
- Strengthen early identification and support systems; ensure accessibility, equity and a tangible sense of belonging for all students.
- Engage families and students in reviewing inclusion and achievement, using student/parent voice to inform improvement actions.

## **Attendance, Behaviour and Safeguarding**

- Ensure students who have poor attendance, particularly the most vulnerable, are identified and supported to catch up with their learning.
- Have high expectations of behaviour and support the delivery of clear and consistent routines to ensure a calm and orderly environment where students exemplary behaviour allows them to thrive.
- Ensure outstanding discipline and safeguarding across the department and teachers follow school policy and practice.

## **Personal Development and Wellbeing**

- Contribute to assemblies as per rota.
- Build strong relationships with tutees and parents/carers.
- Coordinate trips and clubs promoting cultural interest and diversity.
- Promote the school positively on social media and in the local press.
- Plan enrichment that builds cultural capital, resilience and wellbeing (including reading for pleasure, debate, public speaking and creative writing).
- Contribute to careers education (e.g., literacy for employability, exposure to creative/communication industries), supporting Gatsby Benchmarks in partnership with careers lead.

## Key Competencies

- Professionalism in attitude, work ethic and appearance: act as a role model.
- Positive, solution-focused attitude.
- High expectations for all students, staff and self.
- Strong leadership and motivational skills.
- Ability to collaborate and build effective relationships.
- Emotional intelligence and resilience.
- Commitment to inclusion, respect and equality.
- Reflective and adaptable teaching practice.
- Excellent communication and interpersonal skills.
- Ability to analyse data and make informed decisions.
- Creativity in developing engaging learning experiences.
- Effective mentoring of students and colleagues.
- Strong organisational and time-management skills.

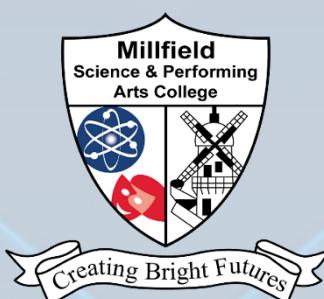
### The English Department:

The English department consists of six full time teachers. We are a department that prides itself on being dynamic, innovative and collaborative. We continually look to develop and improve our Teaching and Learning by engaging in evidence-based research to improve the outcomes for our students as well as our own professional development. We also pride ourselves on the commitment we have to offer a wide range of opportunities to our students, which takes their learning beyond the classroom and enhances their 'cultural capital'. At Key Stage 3, our students receive seven hours of English teaching per fortnight (with one hour dedicated to reading); at Key Stage 4 our students receive nine hours of teaching and we have 'core forms' in the mornings. All of our classrooms are fitted with high quality visualisers to support live modelling. The department collaborates regularly with external partners, including authors, sixth form, universities, and theatre groups, to enrich the curriculum and inspire our students. The department runs a variety of extracurricular clubs including book groups, creative writing workshops, and debate teams, which are well attended and contribute to student engagement and confidence.

### English Department GCSE Results:

	2022 (Grade 9 to 4)		2023 (Grade 9 to 4)		2024 (Grade 9 to 4)		2025 (Grade 9-4)	
	School %	National Average %	School %	National Average %	School %	National Average %	School %	National Average %
English Lit.	71	77	72	74	82	74	74	74
English Lang.	75	70	71	64	68	62	81	60
Best	78		78		84		83	

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. The post holder will be expected to comply with any reasonable request from their line manager to undertake work of a similar level that is not specified in this job description. Due to the unique nature of this post, this job description may be reviewed and amended at any time following discussion between the line manager and member of staff. The role will always be developed to have the best interests of our students and the culture of our school at its heart.



Qualifications and Training	Essential/ Desirable	Evidenced (Application, Letter, Reference)
QTS - Secondary	E	A
First or Second Class Honours Degree in Subject Applying For	E	A
Ability to teach subject across the full range: KS3 and KS4	E	A
PGCE or equivalent	E	A
Safeguarding training (will also be given when join Millfield)	D	A

Professional Experience and Knowledge	Essential/ Desirable	Evidenced (Letter, Interview, Reference)
Excellent subject knowledge.	E	I R
A reflective practitioner with high-quality teaching skills who has high expectations for students' learning and attainment.	E	L I R
Have high expectations and ambition for all students.	E	L I
A commitment to extracurricular activities.	E	L I
Evidence of using progress data and effective feedback to raise standards of learning and teaching.	E	L
Preparation of high-quality lessons, resources, assessments and inspiring lessons.	E	I R
Have an excellent knowledge of the national curriculum.	E	L I
Provide effective feedback in lessons, books, assessments and home learning to ensure students make progress.	E	L I R
Provide stretch and challenge to all students, no matter what their ability.	E	L I
Promote independent learning.	E	L
Teach effective revision techniques.	E	L I
Effectively deploy TAs to secure excellent progress.	E	L I
Promote a love of reading and a focus on subject-specific vocabulary in your subject area.	E	I
Be an effective form tutor who promotes excellent attendance and supports the House system.	E	L
Efficient use of IT to support learning and ways of working.	E	I
Have a knowledge of CPSHE, RSHE, and how to embed careers, SMSC and British Values into teaching.	D	L
Have excellent literacy skills.	E	L
Knowledge of strategies and the principles of inclusion, so all students thrive and flourish.	E	L I
The ability to maintain excellent discipline and create a safe and happy learning environment.	E	I R
Write effective SoL that are well sequenced and resourced.	E	I
Follow and adhere to school policies and practice.	E	I R
Comply with the provisions of the Data Protection Act (GDPR) 2018.	E	R

<b>Leadership Standards</b>	Essential/ Desirable	Evidenced (Letter, Interview, Reference)
<b>School Culture.</b>		
establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community.	E	I
create a culture where students experience a positive and enriching school life.	E	I
uphold ambitious educational standards which prepare students from all backgrounds for their next phase of education and life.	E	I
promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment.	E	I
ensure a culture of high staff professionalism.	E	I
<b>Teaching.</b>		
establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how students learn.	E	I
ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.	E	I
ensure effective use is made of formative assessment.	E	I
<b>Curriculum and assessment.</b>		
ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.	E	I
establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities.	E	I
ensure that all students are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading.	E	I
ensure valid, reliable and proportionate approaches are used when assessing students' knowledge and understanding of the curriculum.	E	I
<b>Behaviour.</b>		
establish and sustain high expectations of behaviour for all students, built upon relationships, rules and routines, which are understood clearly by all staff and students.	E	I
ensure high standards of student behaviour and courteous conduct in accordance with the school's behaviour policy.	E	I
implement consistent, fair and respectful approaches to managing behaviour.	E	I
ensure that adults within the school model and teach the behaviour of a good citizen	E	I

<b>Leadership Standards</b>	Essential/ Desirable	Evidenced (Letter, Interview, Reference)
<b>Additional and special educational needs and disabilities.</b>		
ensure the school holds ambitious expectations for all students with additional and special educational needs and disabilities.	E	I
establish and sustain culture and practices that enable students to access the curriculum and learn effectively.	E	I
establish and sustain culture and practices that enable students to access the curriculum and learn effectively.	E	I
ensure the school fulfils its statutory duties with regard to the SEND code of practice.	E	I
<b>Professional Standards.</b>		
ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole school improvement, team and individual needs.	E	I
prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development.	E	I
ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning.	E	I
<b>Organisational Management.</b>		
ensure the protection and safety of students and staff through effective approaches to safeguarding <sup>10</sup> , as part of the duty of care.	E	I
prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds.	E	I
ensure staff are deployed and managed well with due attention paid to workload.	E	I
establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently.	E	I
ensure rigorous approaches to identifying, managing and mitigating risk.	E	I
<b>Continuous School Improvement.</b>		
make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement.	E	I
develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context	E	I
ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time.	E	I

Leadership Standards	Essential/ Desirable	Evidenced (Letter, Interview, Reference)
<b>Working In Partnership.</b>		
forge constructive relationships beyond the school, working in partnership with parents, carers and the local community.	E	I
commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support.	E	I
establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all students.	E	I
<b>Governance and Accountability.</b>		
understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility.	E	I
establish and sustain professional working relationship with those responsible for governance.	E	I
ensure that staff know and understand their professional responsibilities and are held to account.	E	I
ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.	E	I



# How to Apply

To find out more information about Millfield please look at our school website. If you would like a tour of the school, with the Headteacher, please contact her PA.

All job details and an application form are available to view and download from the school website under the vacancies section, TES online, LCC vacancies online, or an application pack can also be posted or emailed to you by contacting Mrs Hall, the Headteacher's PA, on 01253 865929 or [admin@millfield.lancs.sch.uk](mailto:admin@millfield.lancs.sch.uk)

**Candidates should write a supporting statement to the Headteacher, which should be no more than two sides in size 12 Arial font.**

**The Lancashire Application Form must also be fully completed, ensuring there are no gaps in your career history.** In the references section of the application form, please clearly give details of two referees. References from employers are preferred, one of which should be your current employer. Please also include an email address for each of your referees. An excellent attendance record is essential. We will contact your current employer for attendance information if we make you a conditional offer of employment. An offer of employment will also be conditional on satisfactory medical clearance. The successful candidate will be asked to complete a confidential online medical questionnaire for submission to Occupational Health.

**Please email applications FAO Mrs Mountford, School Business Manager:**  
[dmountford@millfield.lancs.sch.uk](mailto:dmountford@millfield.lancs.sch.uk)

**Closing date for applications: 4th February 2026, 9am**

**Interview: 12th February 2026**

## **Child Protection and Safeguarding**

At Millfield, the welfare of the child is paramount. This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All staff should understand their responsibility to safeguarding and promoting the welfare of children and young people. Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions. Staff should work, and be seen to work, in an open and transparent way. Attitudes towards promoting and safeguarding the welfare of children and young people will be scrutinised during the selection process for the post that you have applied for. If you are appointed to this post, information in relation to safeguarding and protecting children and young people will be provided at induction.

Please note that in line with Keeping Children Safe in Education 2025, an online search will be carried out as part of our due diligence on shortlisted candidates.

## **GDPR and Data Protection**

The post holder is expected to comply with the provisions of the Data Protection Act (GDPR) 2018.

## **Equal opportunities**

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

## **Health and safety**

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must help us to apply our general statement of health and safety policy.

# English Department Structure



**SLT Link to Department**

**Associate Assistant Headteacher**

**Second in English/  
Whole-School Literacy Coordinator**

**English Teachers**



# OFSTED:

*"Staff morale is high."*

*"Students are well prepared for the next stage of their education."*

*"Relationships between staff and students are positive."*

*"Teachers use questioning effectively to target students of different abilities and to probe and deepen students' understanding."*

*"You provide a strong vision and have developed a sense of teamwork among staff and students."*

*"My children are supported in their learning and are encouraged to reach their full potential."*

*"The curriculum is well-matched to the aspirations and interests of students, and they are increasingly successful as a result."*

*"Your ongoing focus on raising aspirations has ensured that students' outcomes have continued to improve."*

*"Students say that they feel safe and well looked after in school."*

*"Students are polite, courteous and welcoming."*

*"Students behave well in lessons, at breaktimes and around the school."*

*"Students enjoy coming to school."*



**MILLFIELD SCIENCE & PERFORMING ARTS COLLEGE**

Belvedere Road, Thornton Cleveleys, Lancashire FY5 5DG

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Email: [admin@millfield.lancs.sch.uk](mailto:admin@millfield.lancs.sch.uk)