



BYRCHALL HIGH SCHOOL

NEW SCHOOL
NEW START
NEW YOU!



CANDIDATE INFORMATION PACK
DEPUTY HEADTEACHER

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September 2025

Dear Applicant

Re: Deputy Headteacher (Leadership Spine 20-24) required for January 2026

Thank you for your interest in this exciting opportunity to join our school and Trust at a pivotal moment in our journey. We are proud of the strong foundations that have been built and are now seeking an inspiring, innovative and ambition leader with a proven track record to help take us even further.

Byrchall High School is a modern fully comprehensive 11-16 High School, based in Ashton-in-Makerfield and providing a holistic education for the young people of the broader surrounding Makerfield area named in its Admissions Criteria. The school has recently benefitted from a large DfE new build and the completion of a coherent high quality campus to cater for the needs of all young people will provide a sense of belonging and pride and a real contribution to wider community cohesion. It will coincide with the implementation of the wider community plan that is part of this exciting venture.

Our school and community has much to celebrate; in addition to our exceptional facilities, a culture of inclusion and high expectations, and a dedicated staff team committed to securing the very best outcomes for every child. Our Trustees, staff and families share our pride and ambition, and together we are determined to ensure that our school continues to thrive as a centre of excellence at the heart of the community.

As part of our school and wider Trust, you will benefit from:

- A supportive and forward-thinking partnership that encourages collaboration and professional growth.
- The opportunity to contribute to partnership-wide development while shaping the future of our school.
- Colleagues who are passionate about making a difference and open to innovation and new ideas.
- A real community that values both our traditions and progress and is ambitious for what comes next.

An energetic, ambitious and committed Deputy Headteacher is now sought to help lead the school through its next stage of development, driving best practice and delivery forwards to ensure that our students receive the very best curriculum possible and maximise their achievements and readiness for the future. We are looking for a leader who can bring creativity, energy and a relentless drive for excellence; someone who shares our belief that every young person deserves the very best education and opportunities for success

In addition to whole school leadership, the postholder will have specific responsibilities tailored to their experience and ambitions, and complementing those offered by SLT colleagues. The post arises due to the promotion of one of the current deputies.



Please find enclosed the following documents:

- ◆ Information about the School
- ◆ Job Description
- ◆ Person Specification
- ◆ Application form
- ◆ Further information regarding working within our Trust can be accessed by using the following video link <https://rb.gy/oovvr4>

If this challenge excites you, and you are ready to make a significant impact in a school that are ambitious for the future, we would be delighted to hear from you.

Applications should be returned to the School Office via email to delkin@byrchall.wigan.sch.uk by **9.00am Friday 10th October 2025**. Following shortlisting interviews are currently planned to take place on 15th and 16th October.

If you have any questions about this post, or wish to visit the school, then please do not hesitate to contact Mrs Park, Personal Assistant to the Headteacher, by telephone or email: dpark@byrchall.wigan.sch.uk

Yours sincerely,

Mr Phil Paul
Headteacher



GENERAL INFORMATION

Formerly the Ashton Grammar School, Byrchall High School is now an 11-16 co-educational Comprehensive School of 1000 students. The school takes its name from Robert Byrchall, the original founder of the school in 1588.

The school is governed by the Makerfield Academy Trust, which is a charitable company. The members of the Trust agree its visions and values. The Board of Directors set the strategic direction of the organisation, ensure the vision and values are upheld and ensure financial probity. The school has a Local Governing Body who oversees the leadership and management of the school.

The current Byrchall High School is a modern, forward looking establishment. We aim to be at the forefront of teaching and learning developments and are highly committed to CPD. Our emphasis on learning and achievement is allied to a strong moral and ethical dimension that reflects our founding principles. The school was judged as 'Good' in all areas by OFSTED in September 2022. They noted that the school has high expectations of what pupils should achieve, and it has a clear and ambitious strategy for school improvement. It said the pupils behave well around the site and that they have positive attitudes to their education.

Byrchall High School has a truly comprehensive intake, ranging from students who will go on to study at top universities to those who require additional support. All students are valued equally. Byrchall High School has a strong academic record.

Our students participate and achieve in a wide range of academic competitions including Debating and Public Speaking, the UK Maths Challenge, The Big Book Quiz, Engineering and Stem Challenges.

The school is situated on a very pleasant site on the outskirts of the small town of Ashton-in-Makerfield in the Wigan Local Authority. The school is opposite Haydock Park Race Course and very close to the junction of the A580 and the M6 motorway; it is, therefore, easily accessible from any number of directions and within easy reach of Manchester and Liverpool. The school's substantial new build programme opened in September 2024. This includes new sports facilities, drama studios, classrooms, dining facilities, Learning Resource Centre, Administration offices, SEN suite and specialist teaching rooms for Science, ICT, Product Design, Food, Art and Music





WHY WORK AT BYRCHALL HIGH SCHOOL?

Working at Byrchall High School offers several compelling benefits and opportunities:

Modern Facilities

New Building: The school recently moved into a brand new, state-of-the-art building, providing a modern and well-equipped environment for both teaching and learning.

Supportive Community

Collaborative Environment: Byrchall High School fosters a supportive and collaborative atmosphere among staff, encouraging professional growth and teamwork.

Professional Development: The school is committed to the continuous professional development of its staff, offering various training and career advancement opportunities.

Student-Centred Approach

High Standards: The school emphasises high standards of attainment and behaviour, creating a positive and focused learning environment.

Diverse Curriculum: Alongside core subjects, the school offers a wide range of courses, including Music, Drama, Food, Business, Graphics, Art, Product Design, Spanish, French, and Engineering

Extracurricular Opportunities

Rich Extracurricular Program: Staff have the chance to engage with students beyond the classroom through various clubs, sports, and activities, fostering a well-rounded educational experience

Community Engagement

Local Impact: Being part of the Wigan community, the school actively engages with local organisations and initiatives, providing staff with opportunities to make a meaningful impact in the community



WORKING FOR MAKERFIELD ACADEMY TRUST

As the first Training School in the country Byrchall has a long rich tradition in providing high quality and bespoke professional development. The school takes great pride in the professional learning opportunities it offers staff at all levels. Joining Byrchall's learning community will provide you with full access to a well-established and forward-thinking network which strives to help you build a long and rewarding career across our Academy trust.

Byrchall is a strategic partner of the Generate Teaching School Hub and Learning Futures Teacher Training partnership. The Alliance works with a range of primary and secondary schools across Wigan to lead and deliver training and development. Whether you aspire to become a middle or senior leader, or the ambition to become an outstanding practitioner in your area of expertise, our Academy trust will provide you with unequalled access to a range of bespoke courses and qualifications. These courses include a suite of National Professional Qualifications (NPQs), Lead Practitioner (LP) and Expert mentoring. The academy trust takes a lead role in delivering these programmes across the partnership enabling our staff to gain accredited facilitator, expert mentor and coach status with some of the lead National educational providers. In addition, the academy trust oversees the development and provision for Early Career Teachers on behalf of the Local Authority accrediting body and takes a lead role in delivering the Early Career Framework enabling staff to gain relevant accreditation for facilitation and mentoring.

The Academy trust is proud of the close partnership it has with Edge Hill University providing access to a Masters Programme, Research Projects, the National SENCO award and a range of Level 6 & 7 accredited programmes. Some of our staff alumni have even progressed their career via this partnership going on to secure leadership roles within the Faculty of Education. In addition to these exceptional accredited programmes, the school leads Secondary Networks across each of the Subject Disciplines creating the opportunity to collaborate with teachers and leaders across Wigan, sharing up to date research, resources and working together to grow subject expertise, professional practice and personal development. This high impact model of professional development is replicated in school where all staff have protected timetabled time to meet. The trust actively encourages and organises best practice visits across all educational settings including primary, secondary, special and colleges sector.

Our aim is to help you achieve your ambitions more quickly. Our staff CPD programme is underpinned by the most recent and relevant educational research. The excitement of our new build will enable staff to continue to develop Modern and Innovative practice across all aspects of education.

We have a highly experienced team of leaders, mentors and subject specialists, who are all committed to supporting your career and develop. We look forward to receiving your application and discussing your career aspirations further at interview.



DEPUTY HEADTEACHER

1. INTRODUCTION

MAIN PURPOSE

- Under the reasonable direction of the Headteacher, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).
- Undertake the professional duties of the Headteacher in the event of his/her absence, as required.
- Help formulate and review the aims and objectives of the school.
- Establish policies and promote high standards.
- Manage staff and resources.
- Monitor and evaluate the progress of policies.
- Undertake the professional duties of the headteacher as delegated.
- Provide leadership to ensure high quality education for all and improved standards of learning and achievement

Specified Responsibilities

To be determined

Line Management

Reporting to - Headteacher

Responsible for – specific postholders to be line managed will be identified according to responsibilities.

Liaising With

Headteacher, Senior Leadership Team, managers teachers and support staff, LA representatives, external agencies parents and members of the community.

Salary Scale

Leadership spine L20 to L24 from 1st January 2026

Working Time

Full time as specified within the STPCD

DBS Disclosure Level

Enhanced



TEACHING

- 2.1 Undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher.

3. STRATEGIC/ OPERATIONAL PLANNING

- 3.1 Assist the Headteacher in leading and managing the creation and implementation of a strategic plan for securing school improvement which identifies priorities and targets for ensuring that students achieve high standards and make progress.
- 3.2 Create a positive ethos and provide educational vision and direction, which secures effective teaching, successful learning, achievement by students and sustained improvement in their development.
- 3.3 Assist the Headteacher in ensuring that students have access to a broad, balanced and relevant curriculum, which contributes to their development and provides appropriate preparation for adult life.
- 3.4 Develop, implement and review the school's policies appropriate to the delegated areas of responsibility.
- 3.5 Ensure that effective systems are in place to meet the needs of the students and that they are co-ordinated, monitored, evaluated and reviewed.
- 3.6 Lead by example, provide inspiration and motivation, vision and purpose in line with the aims of the school.
- 3.7 Support the Headteacher in ensuring that all those involved in the school are committed to its aims and are accountable in meeting objectives and targets which secure the educational success of the school.
- 3.8 Lead on the day-to-day management within school, including the effective deployment of staff and physical resources.
- 3.9 Analyse and interpret relevant data, research and inspection evidence to inform the headteacher and other audiences.
- 3.10 Provide information, objective advice and support to the Headteacher and Governing Body.

4. CURRICULUM PROVISION

- 4.1 Liaise with managers to ensure the delivery of appropriate, comprehensive, high quality and cost-effective curriculum programmes which complement the School Improvement Plan.
- 4.2 Ensure opportunities to promote students' spiritual, moral, social and cultural development.
- 4.3 Be accountable for the development and delivery of curriculum areas as delegated by the Headteacher.



5. CURRICULUM DEVELOPMENT

- 5.1 Create and maintain a climate to secure good teaching, effective learning, high standards of achievement, good behaviour and enable teachers and other staff to meet standards.
- 5.2 Assist the headteacher in determining, organising and implementing the curriculum and its assessment as well as monitoring and evaluating them.
- 5.3 Monitor and evaluate the quality of teaching and standards achieved by all students, within delegated areas and meet challenging and realistic targets for improvement.
- 5.4 Create and promote strategies for developing inclusion practice, including those involving race relations.
- 5.5 Assist the Headteacher in ensuring that improvements in literacy, numeracy and ICT are priority targets for all students, including those with SEN.
- 5.6 Ensure that students develop study skills in order to learn more effectively and with increasing independence.

6. STAFFING

- 6.1 Lead professional development of staff through example.
- 6.2 Motivate and enable all staff to carry out their roles to the highest standard through high quality continuing professional development based on assessment of needs.
- 6.3 Lead, support and co-ordinate the provision of high quality professional development, drawing on other sources of expertise as appropriate.
- 6.4 Assist the Headteacher in ensuring that all staff including teachers are appropriately trained, monitored, supported and assessed in relation to the relevant professional standards.
- 6.5 Promote teamwork and motivate staff to ensure constructive working relationships.
- 6.6 Implement performance management arrangements in line with school policy.
- 6.7 Participate in the interview process for posts when required and ensure effective induction of new staff in line with the school's policy.
- 6.8 Support the Headteacher in ensuring that professional duties and conditions of employment of teachers and support staff are fulfilled.
- 6.9 Take responsibility for own professional development, including time management issues.

7. QUALITY ASSURANCE

- 7.1 Assist the Headteacher in monitoring, evaluating and reviewing the effects of policies, priorities and targets of the school in practice, and take action as necessary.
- 7.2 Assist the Headteacher in monitoring, evaluating and reviewing the effects of the school improvement plan to secure progress and school improvement.
- 7.3 Ensure the effective operation of quality control systems.



- 7.4 Contribute to the school procedures for lesson observation.
- 7.5 Implement school quality procedures and to ensure adherence to those as delegated by the headteacher.
- 7.6 Assist the Headteacher in developing, implementing and reviewing the monitoring and evaluation of the curriculum in line with agreed school procedures including evaluation against quality standards and performance criteria.
- 7.7 Support the Headteacher in ensuring that resourcing and staffing are dedicated to promoting the highest standards of achievement for all students.
- 7.8 Think creatively and imaginatively to anticipate and solve problems, identify opportunities and implement modification and improvement where required.

8. MANAGEMENT INFORMATION

- 8.1 Make explicit to all stakeholders the school's high expectations that all students can succeed.
- 8.2 Seek and use national, local and school data, OfSTED evidence and research findings in professional and school development.
- 8.3 Provide information to support the school's SEF.
- 8.4 Ensure the maintenance of accurate and up-to-date information on the management information system.
- 8.5 Ensure and monitor the use of comparative data about students' prior attainment, to establish benchmarks and set targets for improvement.
- 8.6 Assist in the use of performance data analyses and evaluations.
- 8.7 Produce reports on the analysis of examination performance, including the use of value-added data.
- 8.8 Provide the Headteacher and the Governing Body with information relating to delegated areas of responsibility concerning to performance and developments.
- 8.9 Account for the efficiency and effectiveness of the delegated areas of responsibility to the Headteacher, Governing Body and other relevant stakeholders.

9. COMMUNICATIONS AND LIAISON

- 9.1 Develop and maintain effective partnerships between parents and the wider community to support and improve student development and achievement.
- 9.2 Develop and maintain effective relationships with the community, including business and industry, to enhance the curriculum and teaching and learning.
- 9.3 Liaise with partner schools, further education and external agencies related to student welfare and achievement.
- 9.4 Chair reviews, case conferences and meetings, as delegated.
- 9.5 Judge when to make decisions, and when to consult with others, including external agencies.
- 9.6 Assist the Headteacher in presenting an account of the school's performance in a form appropriate to a range of audiences, including the Governing Body.



- 9.7 Support the Headteacher in ensuring that parents and students are well-informed about curriculum, attainment and progress, and about their contribution to achieving the school's targets for improvement.
- 9.8 Contribute to communication and liaison events.

10. MANAGEMENT OF RESOURCES

- 10.1 Assist the Headteacher to recruit staff of the highest quality.
- 10.2 Work with senior colleagues to deploy all staff effectively in order to improve the quality of education provided.
- 10.3 Advise the Headteacher and Governing Body of likely priorities for expenditure.
- 10.4 Support the Headteacher in managing and organising accommodation efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
- 10.5 Manage, monitor and review the range, quality and quantity and use of all available resources, within the delegated areas of responsibility, to meet the policies and objectives of the school, maximise students' achievements and ensure value for money.
- 10.6 Maintain existing resources and explore opportunities to develop or incorporate new resources from sources inside and outside the school.

PASTORAL SYSTEM

- 11.1 Support the Headteacher in ensuring that effective mentoring systems are in place to support student progress and achievement.
- 11.2 As delegated by the Headteacher, lead and manage teams of managers to develop and implemented pastoral systems.
- 11.3 Contribute to the Personal Development Curriculum according to the school policy.
- 11.4 Implement the behaviour management policy so that effective learning can take place.

12. SCHOOL ETHOS

- 12.1 Play a full part in the life of the school community, supporting its distinctive mission and ethos and encouraging staff and students to follow this example.
- 12.2 Support the school in meeting its legal requirements for worship.
- 12.3 Promote actively the school's corporate policies.
- 12.4 Comply with the school's health and safety policy and undertake risk assessments as appropriate.



DEPUTY HEADTEACHER

PERSON SPECIFICATION

Essential	Desirable
<p><u>Qualifications and experience</u></p> <ul style="list-style-type: none"> - First Degree. - Qualified teacher status. - A continued commitment to own professional development. - Teaching experience within the designated age range. - Of child-safeguarding issues and successful use of measures that promote and ensure the safe-guarding of children. 	<p><u>Qualifications and experience</u></p> <ul style="list-style-type: none"> - Relevant further degree. - Further relevant professional studies e.g. NPQ. - Experience of more than one school/academy. - Substantive experience as an Assistant Headteacher /senior whole school leadership of a same phase school/academy. - Experience of working in collaboration with local and national education leaders.
<p><u>Leading strategically</u></p> <p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> - Strategic planning processes. - Models of effective leadership and organisational structures, including governance. - Leading change, creativity and innovation. - Developments in education at local, national and global levels. - Ways of achieving stakeholder and community engagement. - Highly effective use of self-evaluation, quality assurance including external/internal data to drive improvement. <p>Skills:</p> <ul style="list-style-type: none"> - Think strategically, analytically and creatively. - Deal with complexity and uncertainty. - Anticipate, lead and manage change. - Use research to support and challenge practice. - Inspire, challenge, motivate and empower others to attain challenging outcomes. - Celebrate achievement and acknowledge excellence. - Model the vision and values of the school. - Build capacity and achieve sustainability. - Work strategically with governing body. - Strong track record of holding to account. - Ability to actively engage and use student voice to inform provision, shape decision making and enhance the school's culture and curriculum. 	<p><u>Leading strategically</u></p> <p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> - New technologies and their potential impact. - Familiarity within multi-academy trust structures and governance. - Understanding of how to build external partnerships (e.g. with families, agencies and local community groups) - Knowledge of how to harness innovation, digital tools and new technologies to improve efficiency outcomes. <p>Skills:</p> <ul style="list-style-type: none"> - Demonstrate political acumen. - Build a vision and communicate clear purpose and sense of direction. - Ability to represent the school and Trust to external partners and agencies. - Strong financial and resource management skills.



Essential	Desirable
<p><u>Leading curriculum and teaching</u></p> <p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> - Methods to ensure the 'teaching standards' are harnessed and maintained by all teaching staff. - Ways of applying evidence informed practice and research to improve and secure demonstratable outcomes. - Principles of quality learning, teaching and assessment including school review and self-evaluation. - Use of external support and expertise. - Strategies for improving outcomes and achieving excellence for all, particularly those who are most vulnerable and disadvantaged. - Experience in driving and securing improvement across significant area of school development. - Understanding of how to use self-evaluation, quality assurance and performance data to devise improvement. - A deep understanding of teaching and learning and curriculum design. - Up to date knowledge of national education policy, statutory frameworks and accountability requirements. <p>Skills:</p> <ul style="list-style-type: none"> - Strategic delivery of curriculum for all pupils. - Demonstrate equality and diversity in teaching and learning. - Achieve the best possible learning outcome for all. - Use developmental models for teaching and learning. - Manage and use performance data. - Understand whole school culture of best practice in teaching and learning. - Capitalise on appropriate sources of external support and expertise. - Evaluate, review and develop systems and structures. <p><u>Leading Personal and Pastoral Development</u></p> <ul style="list-style-type: none"> - Awareness of wider social, economic and cultural issues affecting student achievement and success. - Understanding of how to lead and embed inclusive practice ensuring equity of access and high expectations. - Knowledge of effective and proactive behaviour management strategies that promote a safe, respectful and aspirational culture. - Knowledge of effective inclusive practices that promote high levels of attendance and engagement. - Strong understanding of effective pastoral care and the importance of supporting pupils' personal development, well-being and mental health. 	<p><u>Leading curriculum and teaching</u></p> <p>Knowledge and understanding of:</p> <ul style="list-style-type: none"> - Political impact of external, community or family factors on learning. - Behaviour and attendance management. - Special educational needs and pastoral care. - New technologies to support learning and teaching - Tools for data collection and analysis. <p>Skills:</p> <ul style="list-style-type: none"> - Develop technology to support teaching and learning. - Develop and use effective assessment and moderation systems. - Engage parents in student's teaching and learning. - Understand flexible and comprehensive learning opportunities for all students.



Essential	Desirable
<p><u>Leading people</u></p> <p>Knowledge and understanding of:</p> <ul style="list-style-type: none">- High level of 'soft skills'.- Significance of interpersonal relationships, including impact on teacher performance and pupil learning.- Performance management, continuous professional development and sustained school improvement.- Building motivation, including the importance of celebrating achievement.- Self reflection – actively seeks ways of obtaining feedback and how to improve.- Support and development systems for individuals and teams.- Building and sustaining a learning community within a diverse workforce.- Awareness of workforce development, including staff well-being, retention and workload management. <p>Skills:</p> <ul style="list-style-type: none">- Develop self-awareness, self-management and self-confidence and use effectively.- Listen, reflect and communicate effectively.- Give feedback and provide support to improve performance.- Hold people to account and challenge under performance.- Develop a culture of high expectation, ambition, learning and continuous professional development.- Receive and act on feedback to build on strengths and improve personal performance.- Negotiate and manage conflict, providing appropriate support.- Motivate, develop, empower and sustain individuals and teams and whole community across the school.- High standard of personal and professional conduct.	<p><u>Leading people</u></p> <p>Knowledge and understanding of:</p> <ul style="list-style-type: none">- Coordination and leadership of teams beyond the school. <p>Skills:</p> <ul style="list-style-type: none">- Foster an open, fair and equitable culture.- Create a culture which encourages ideas and contributions from others.



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