BYRCHALL HIGH SCHOOL

YOUR SCHOOL
YOUR FUTURE
YOUR COMMUNITY!

CANDIDATE INFORMATION PACK

DIRECTOR OF LEARNING:
ENGLISH AND LITERACY

THINK SMART | LOOK SMART | BE SMART

February 2026

Looking for a new challenge? Why not join us?

Re: Director of Learning: English and Literacy, Fixed Leadership point 11) (September 2026 Start)

An energetic, strategic and committed **Director of English** is sought to join our established and successful English department. The English Faculty at Byrchall High School offers a vibrant, inspiring and academically rich curriculum that celebrates literature, language and the power of communication in all its forms. We believe that English is central to developing articulate, thoughtful and resilient young people, and our curriculum is designed to support and challenge every student as they explore reading, writing, critical analysis and creative expression.

The successful candidate will provide clear and ambitious leadership for the department, driving excellence in teaching and learning, shaping curriculum development and ensuring consistently high outcomes for all students. As a department, we value collaboration, high expectations and continuous improvement, and we are committed to supporting the successful candidate through strong professional development and shared leadership opportunities

Please find enclosed the following documents:

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

Applications should be returned to the School Office via email to dpark@byrchall.wigan.sch.uk by **9.00am on Monday 16 March 2026**. Applications will be reviewed upon receipt.

If you have any questions about this post, or wish to visit the school, then please do not hesitate to contact Mrs Collins-Walsh, Deputy Headteacher fcollins-walsh@byrchall.wigan.sch.uk

We strongly encourage all prospective applicants to browse our social media channels which provide an insight into school life.

Yours sincerely,

Mr P Paul
Headteacher

Instagram: @byrchall1588 **X:** @byrchall

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.

ENGLISH FACULTY

Creating opportunities for students to develop a love of the English language lies at the heart of the English Faculty. With a team of ten skilled subject specialists at different stages of their careers, we combine experience, energy and ambition to deliver a rich and intellectually rigorous curriculum. We are passionate about storytelling in all its forms and are relentless in our drive to develop confident, articulate and critically engaged young people.

The English Faculty is a high-performing and strategically led department with a clear vision for excellence. We are ambitious for our students and for one another, and we take pride in our strong professional culture. Collaboration is central to our success: staff work closely together to refine curriculum design, share best practice and continuously strengthen teaching and learning. The department plays a significant role in whole-school development, particularly in driving literacy across the curriculum, and enjoys a strong voice within the wider leadership of the school. There is both capacity and appetite for continued growth, innovation and sustained impact under the leadership of the successful candidate.

We are a well-resourced department, with dedicated specialist teaching rooms and additional workspace that supports professional collaboration and curriculum development.

Students in Years 7–10 receive four one-hour lessons per week, with five in Year 11. Our carefully sequenced five-year curriculum ensures breadth, depth and clear progression across genres, time periods and forms. Students encounter Shakespeare in each year group, study novels and poetry from a wide range of eras, explore pre-20th century literature and develop an extensive repertoire of fiction and non-fiction writing. At Key Stage 4, students follow the AQA specifications for GCSE English Language and English Literature. Outcomes are consistently strong, reflecting high expectations, expert teaching and a shared commitment to securing success for every student. Many of our students continue their study of English at sixth-form college and beyond.

Enrichment is a cornerstone of our provision and a visible strength of the faculty. We offer a broad extra-curricular programme, including clubs such as Word Wizards, Reading Club and Creative Writing, which foster enthusiasm and stretch our most passionate learners. Theatre visits and live performance experiences form an integral part of our cultural offer, alongside National Theatre Live screenings hosted in school. We promote reading beyond the classroom through initiatives such as The Big Book Quiz, our Reading Programme, and the celebration of World Book Day. Students are given opportunities to publish their writing and to develop their oracy through events including our annual Spelling Bee and Speaker of the Year competitions. These experiences reflect our belief that English extends far beyond examination specifications and plays a transformative role in students' personal development.

The strength of the faculty's leadership and the progress of students were recognised in our most recent Ofsted inspection. We are a reflective, forward-thinking and ambitious team, determined to secure the very best outcomes and experiences for every student, and excited by the opportunity for a new Director of English to build on our strong foundations and shape the next phase of our development.

DIRECTOR OF LEARNING

We are seeking an aspirational and accomplished middle leader who is ready to take their first step into senior leadership through this exciting opportunity as Director of English.

As Director of English, you will provide clear and strategic leadership for the faculty, line managing colleagues and driving excellence in teaching, learning and student outcomes. You will lead on curriculum development, assessment and standards, ensuring a coherent and ambitious vision for English that secures strong progress for all learners. The role offers meaningful whole-school influence, particularly in advancing literacy across the curriculum and contributing to the continued development of teaching practice and professional culture.

We are looking for a confident, reflective and forward-thinking leader with the credibility, clarity and interpersonal skills to inspire colleagues, sustain high standards and build on the strong foundations already established within the department

DIRECTOR OF LEARNING: ENGLISH & LITERACY

1. INTRODUCTION

MAIN PURPOSE

- To develop, implement and maintain the strategic vision, ethos and plans for teaching, learning and attainment to ensure outstanding outcomes for students and staff.
- 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)
- Lead, manage and develop specified strategies that enhance the learning of students, in accordance with the School Development Plan.
- Provide professional guidance in this specified area and enhance the teaching of others.
- Provide support and professional development for Middle Leaders.
- To play an active role in the leadership of teaching and learning across the school including working party and strategy groups.
- To contribute to and attend SLT meetings as required.
- To lead a subject department and model good practice.
- Develop and maintain an up-to-date knowledge of current thinking and major initiatives.
- To mentor/coach teachers and leaders at different levels.
- To participate in delivery of CPD sessions.
- To be a senior presence around school and to deal with any issues.
- To have a raised profile at whole school public events.
- To seek out opportunities to gain experience in SLT roles and responsibilities.
- To support the Headteacher to develop a collegiate approach to the operation of the school, raise morale and provide pastoral care to staff.

Line Management

Reporting to – Deputy Headteacher
Responsible for – line manager responsibility for designated staff / departments.

Liaising With

Headteacher, Senior Leadership Team, teachers and support staff, LA representatives, external agencies and parents.

Salary Scale

Leadership spine 11 (Fixed Point)

Working Time

Full time as specified within the STPCD

DBS Disclosure Level

Enhanced

2. TEACHING

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

3. STRATEGIC/ OPERATIONAL PLANNING

3.1 Contribute effectively to the development of a positive ethos in which all students have access to a broad, balanced and relevant curriculum which contributes to students' development and in preparing for adult life within the aims and objectives of the school.

3.2 Review and develop the school's policy with regard to these strategies and be responsible for overseeing its day-to-day provision, including effective deployment of staff and physical resources.

3.3 ensure that the objectives of this policy are reflected in the School Development Plan.

3.4 Ensure that effective systems are in place to identify and meet the needs of the students and that they are co-ordinated, monitored, evaluated and reviewed.

3.5 Set standards and provide examples of best practice for other teachers and support staff in these strategies.

3.6 Monitor actively the impact of the strategies on student progress.

3.7 Analyse and interpret relevant data, research and inspection evidence to inform the strategies.

3.8 Manage the planning function of the curriculum area to ensure that these reflect the needs of the students and the aims and objectives of the school.

3.9 Advise the Headteacher and governing body on student progress and the effectiveness of the provision of the strategies.

4. CURRICULUM PROVISION

4.1 Liaise with the Deputy Headteacher to ensure the delivery of appropriate, comprehensive, high quality and cost-effective strategies which complement the school's strategic objectives.

4.2 Be accountable for the development and management of the strategies.

5. CURRICULUM DEVELOPMENT

5.1 Lead the development of the strategies.

5.2 Identify and disseminate the most effective teaching approaches for implementing the strategies.

5.3 Monitor the effectiveness of appropriate teaching and learning activities.

5.4 Research initiatives at national, regional and local levels that support the development of the strategies.

5.5 Identify and develop study skills to support students in their ability to work independently and learn more effectively.

5.6 Establish with the involvement of relevant staff, short; medium and long term plans for the development of the strategies.

6. STAFFING

6.1 Advise, contribute to and, where appropriate, co-ordinate the professional development of staff to increase their effectiveness in developing the strategies.

6.2 Support staff in their understanding the learning needs of students and the importance of raising their achievement.

6.3 Provide support and training to trainee and Early Careers Teachers..

6.4 Support staff by ensuring that all those involved have the information necessary to secure improvements in teaching and learning, with respect to the strategies.

6.5 Promote teamwork and motivate staff to ensure constructive working relationships.

6.6 Engage actively in the performance management review process and act as a reviewer.

6.7 Take responsibility for own professional development.

7. QUALITY ASSURANCE

7.1 Monitor and evaluate the development of the strategies in line with agreed school procedures.

7.2 Implement systems for identifying, assessing and reviewing students' needs appropriate to the strategy.

7.3 Monitor short-term planning to ensure needs are met.

7.4 Monitor the progress made in setting objectives and targets for students.

7.5 Assist in the evaluation of and effectiveness of teaching and learning and use the analysis to guide further improvement.

7.6 Contribute to the school procedures for lesson observation.

7.7 Seek/implement modification and improvement where required.

8. MANAGEMENT INFORMATION

8.1 Ensure the maintenance of accurate and up-to-date information.

8.2 Make use of analysis and evaluation of performance data to inform practice.

8.3 Identify and take appropriate action on issues arising from data, systems and reports and review the progress on the action taken.

8.4 Produce appropriate action reports for various audiences e.g. the Governing Body, parents.

9. COMMUNICATIONS AND LIAISON

9.1 Ensure that all staff are familiar with the policy.

9.2 Develop and maintain effective partnerships between parents and the school's staff to promote learning and provide information.

9.3 Liaise with partner schools other relevant external agencies in order to maximise support and share information.

9.4 Contribute to the development of effective links with the community.

9.5 Take part, where necessary, in liaison events such as parents evenings and link days with partners schools.

10. MANAGEMENT OF RESOURCES

10.1 Establish staff and resource requirements to meet the needs of students with regard to the strategies.

10.2 Advise the Headteacher and senior leadership team of likely priorities expenditure.

10.3 Allocate resources to meet the objectives of the school and the policy to maximise students' achievements and ensure value for money.

10.4 Organise and co-ordinate the deployment of learning resources, including ICT and monitor their effectiveness.

10.5 Maintain existing resources and explore opportunities to develop or incorporate new resources from sources inside and outside the school.

10.6 Co-operate with other departments to ensure a sharing and effective usage of resources to the benefit of the school and the students.

11. PASTORAL SYSTEM

11.1 Help to monitor student attendance together with students' progress and performance in relation to targets set for each individual in relation to the strategy, ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary.

11.2 Act as Form Tutor and carry out the duties associated with the role as outlines in the generic job description.

11.3 Contribute to PSHCE, citizenship and enterprise according to the school policy.

11.4 Assist in the implementation of 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 collective 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.

PERSON SPECIFICATION

DIRECTOR OF LEARNING

QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT	Essential	Desirable
Qualified Teacher Status	✓	
An Honours Degree	✓	
Further Qualifications (e.g. Masters)		✓
Evidence of regular and appropriate professional development	✓	

KNOWLEDGE AND UNDERSTANDING	Essential	Desirable
Understanding of recent curriculum developments and the use of assessment, recording and reporting of pupils' attainment and progress.	✓	
A successful track record of teaching secondary schools on taking up the post.	✓	
Experience of teaching and managing a team.		✓
Contribution to the professional development of a staff team.	✓	
Experience of development planning and monitoring.	✓	
Understanding development planning and monitoring.	✓	

LEADERSHIP / MANAGEMENT SKILLS	Essential	Desirable
Vision and ability to plan strategically.	✓	
Deal sensitively with people and work as part of a team.	✓	
Command credibility.	✓	
Good communication skills with all levels of staff.	✓	
Adaptability.	✓	
Analyse, understand and act on data.	✓	

SPECIALIST KNOWLEDGE	Essential	Desirable
Strategies to raise the attainment of students.	✓	
Secure knowledge of new Ofsted framework.		✓
In depth knowledge of the English curriculum	✓	

PERSONAL QUALITIES	Essential	Desirable
Personal impact and presence.	✓	
Reliability and integrity.	✓	
Resilience	✓	
Ability to work under pressure.	✓	
Willingness to continue to learn and develop.	✓	