



BYRCHALL HIGH SCHOOL

YOUR SCHOOL

YOUR FUTURE

YOUR COMMUNITY!



CANDIDATE INFORMATION PACK

**LEAD PRACTITIONER:
ENGLISH TEACHER**

THINK SMART | LOOK SMART | BE SMART



April 2026

Dear Applicant

Looking for a new challenge? Why not join us?

Re: Lead Practitioner: English required from September 2026

Thank you for your interest in this post.

An energetic and committed English teacher is sought to join our established and successful department. The English department is a key strength of the school, staffed by a team of organised and dedicated specialists. It is a supportive environment and provides strong professional development.

Please find enclosed the following documents:

- ◆ Job Description
- ◆ Person Specification
- ◆ Application Form
- ◆ Information about the School
- ◆ Information about the English Department
- ◆ Further information regarding working within our Trust can be accessed by using the following video link

<https://www.byrchall.wigan.sch.uk/wp-content/uploads/2026/03/Byrchall-Recruitment.mp4>

Applications should be returned to the School Office via email to dpark@byrchall.wigan.sch.uk by **9.00am on Monday 27 April 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.



LEAD PRACTITIONER: ENGLISH

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).
- Implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and support a designated curriculum area as appropriate.
- Monitor and support the overall progress and development of students as a teacher/ Form Tutor
- Facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
- Contribute to raising standards of student attainment.
- Share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.

Line Management

Reporting to - Head of Department

Responsible for - No line manager responsibility

Liaising With

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

Salary Scale

Lead Practitioner Pay Scale (L2)

Working Time

Full time as specified within the STPCD

DBS Disclosure Level

Enhanced



2. TEACHING

- 2.1 Teach, students according to their educational needs, including the setting and marking of work to be carried out by the student in school and elsewhere.
- 2.2 Assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- 2.3 Provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- 2.4 Ensure that ICT, Literacy, Numeracy and school subject specialism(s) are reflected in the teaching/learning experience of students
- 2.5 Undertake a designated programme of teaching.
- 2.6 Ensure a high quality learning experience for students which meets internal and external quality standards.
- 2.7 Prepare and update subject materials.
- 2.8 Use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus.
- 2.9 Maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- 2.10 Undertake assessment of students as requested by external examination bodies, departmental and school procedures.
- 2.11 Mark, grade and give written/verbal and diagnostic feedback as required.
- 2.12 Some teaching outside the English Department may be required.

3. STRATEGIC/ OPERATIONAL PLANNING

- 3.1 Assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the curriculum area and department.
- 3.2 Contribute to the curriculum area and department's development plan and its implementation.
- 3.3 Plan and prepare courses and lessons.
- 3.4 Contribute to the whole school's planning activities.



4. CURRICULUM PROVISION

- 4.1 Assist the Director of English and the Deputy Head Teaching & Learning, to ensure that the curriculum area provides a range of teaching which complements the school's strategic objectives.

5. CURRICULUM DEVELOPMENT

- 5.1 Assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the school's mission and strategic objectives.

6. STAFFING

- 6.1 Take part in the school's staff development programme by participating in arrangements for further training and professional development.
- 6.2 Continue own professional development in the relevant areas including subject knowledge and teaching methods.
- 6.3 Engage actively in the performance management review process.
- 6.4 Ensure the effective/efficient deployment of classroom support
- 6.5 Work as a member of a designated team and to contribute positively to effective working relations within the school.

7. QUALITY ASSURANCE

- 7.1 Help to implement school quality procedures and to adhere to those.
- 7.2 Contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed school procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required.
- 7.3 Review from time to time methods of teaching and programmes of work.
- 7.4 Take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

8. MANAGEMENT INFORMATION

- 8.1 Maintain appropriate records and to provide relevant accurate and up-to-date information for MIS, registers, etc.
- 8.2 Complete the relevant documentation to assist in the tracking of students.
- 8.3 Track student progress and use information to inform teaching and learning.



9. COMMUNICATIONS AND LIAISON

- 9.1 Communicate effectively with the parents of students as appropriate.
- 9.2 Where appropriate, communicate and co-operate with persons or bodies outside the school.
- 9.3 Follow agreed policies for communications in the school.
- 9.4 Take part in liaison activities such as parents' evenings, review days and liaison events with partner schools.
- 9.5 Contribute to the development of effective subject links with external agencies.

10. MANAGEMENT OF RESOURCES

- 10.1 Contribute to the process of the ordering and allocation of equipment and materials.
- 10.2 Assist the Director of English to identify resource needs and to contribute to the efficient/effective use of physical resources.
- 10.3 Co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and the students.

11. PASTORAL SYSTEM

- 11.1 Be a Form Tutor to an assigned group of students.
- 11.2 Promote the general progress and well-being of individual students and of the Form Tutor Group as a whole.
- 11.3 Liaise with Pastoral Leaders to ensure the implementation of the school's pastoral system
- 11.4 Register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- 11.5 Evaluate and monitor the progress of students and keep up-to-date student records as may be required.
- 11.6 Contribute to the preparation of action plans and progress files and other reports.
- 11.7 Alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
- 11.8 Communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff.
- 11.9 Contribute to PSHE, Citizenship and Enterprise according to school policy
- 11.10 Apply the behaviour management systems 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.



PERSON SPECIFICATION

LEAD PRACTITIONER - ENGLISH

QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT	Essential	Desirable
Qualified Teacher Status	✓	
An Honours Degree		✓

KNOWLEDGE AND UNDERSTANDING	Essential	Desirable
Understanding of curriculum requirements for English and requirements for assessment, recording and reporting of pupils' attainment and progress.	✓	
Cope securely with subject related questions pupils raise.	✓	
Understand how pupils' learning in the subject is affected by their physical, intellectual, emotional and social development. Developments in the National Curriculum / GCSE	✓	
Ability to use ICT effectively	✓	
An understanding of Health & Safety requirements as they apply to the practical elements of maths teaching.	✓	

PLANNING; the ability to:	Essential	Desirable
Identify clear teaching objectives and content and specify how these will be taught and assessed.	✓	
Set tasks which challenge pupils and ensure high levels of pupil interest.	✓	
Set clear targets for pupils' learning.	✓	
Provide clear structures for lessons and for sequences of lessons, in the short, medium and longer term which maintain pace, motivation and challenge for pupils.	✓	
Make effective use of assessment information when planning.	✓	
Ensure effective coverage of examination syllabuses and NC programmes of study.	✓	



TEACHING AND CLASS MANAGEMENT; the ability to:	Essential	Desirable
Use teaching methods which sustain the momentum of pupils' work and keep all pupils engaged.	✓	
Monitor and intervene when teaching to ensure sound learning and discipline.	✓	
Set high standards of behaviour through well focused teaching and positive relationships.	✓	

MONITORING, ASSESSMENT, RECORDING, REPORTING; the ability to:	Essential	Desirable
Mark and/or monitor pupils' assigned classwork and homework providing constructive feedback and setting targets for pupil progress.	✓	
Assess and record each pupil's progress systematically.	✓	
Prepare and present information reports to parents.	✓	
Assess pupils against attainment targets.	✓	

OTHER PROFESSIONAL REQUIREMENTS	Essential	Desirable
Undertake duties as set out in the Teachers' Pay and Conditions document.	✓	
Understand teachers' legal liabilities and responsibilities.	✓	
Establish good relationships with colleagues.	✓	
Carry out their duties in accordance with guidance from their line manager.	✓	
Participate in Continued Professional Development.	✓	
Provide pastoral support as a Form Tutor	✓	