

Ladybridge

Recruitment Pack

2025-2026



Recruitment Pack

Lead Practitioner for English

English is a central and highly valued subject at Ladybridge. The department is driven by a shared vision to develop articulate, thoughtful and creative learners who can engage critically with the world through language, literature and oracy.

Our KS3 curriculum is rich, ambitious and distinctive, built around engaging thematic units such as Tell Me a Story, Voices of Change, Detective Fiction, Understanding the Gothic and Poetry Exploration. Learners encounter a wide range of literary traditions—from Greek mythology and Shakespeare to Victorian literature, Gothic fiction and modern texts exploring conflict, identity and social change. This carefully sequenced journey allows students to build powerful knowledge while developing a genuine love of reading and storytelling.

Creativity is at the heart of everything we do. Learners are encouraged to experiment with language, craft their own narratives and find their voice through a range of imaginative and purposeful tasks. From producing their own Gothic stories inspired by writers such as Poe and Shelley, to creating campaigns, delivering speeches and performing Shakespeare in the classroom, learners are given regular opportunities to express themselves with originality and confidence.

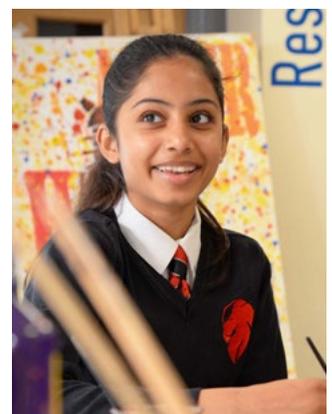
Oracy is a key strength of the department, underpinned by a structured framework that develops students' confidence in speaking, listening and presenting. Learners regularly take part in debates, performances, presentations and collaborative projects, including public speaking opportunities such as our "Speaker's Corner" at the end of year 9 and project-based learning experiences linked to real-world issues.

The department is highly collaborative, with staff working closely to share ideas, refine practice and deliver consistently high-quality lessons. There is a strong culture of support and professional development. The successful candidate will join a welcoming and forward-thinking team where creativity, innovation and a passion for English are truly valued.

Leading at Ladybridge

Leaders at Ladybridge must:

1. Have a moral purpose and treat people as they wish to be treated
2. Have a vision for the future and an ability to enact a plan to make change happen.
3. Focus on the long term, not just the immediate issues.



4. Find creative solutions to problems, with an awareness of progressive ideas on relationships and pedagogy.
5. Have the self-awareness to notice when our key strengths become overdone.
6. Be able to create great teams and bring out the best in others through challenge and support.
7. Be optimistic about the future, whilst being realistic about the challenges ahead.
8. Know and understand that we are part of one team and seek to collaborate with others.
9. Acknowledge and learn from their mistakes and show curiosity and empathy to others.
10. Set the right example for others in all that they do.

Leaders at Ladybridge should embody our values and ethos, which are summarised [here](#).

Application Process & Key Dates:

Interested colleagues should complete an application form and submit, with a letter of application to outline how your experiences to date align with a trivium philosophy of education.

Deadline for application: Monday 20th April 2026 at 8.00 am

Shortlisting: Monday 20th April 2026

Interview date: Thursday 23rd April 2026

Please send completed applications by email to Miss M Johns, HR & Cover Manager HR@ladybridgehigh.co.uk

Introduction to Ladybridge

Ladybridge High School is a local authority controlled state school two miles to the west of Bolton town centre. The school is at the heart of an incredibly diverse local community. Our learners have a broad range of academic starting points, socio-economic circumstances and ethnic backgrounds. Over 70 different languages are spoken by our learners and our families originate from over 35 different countries. Around 30% of our learners live in some of the most disadvantaged postcodes in the UK and around 30% live in the most affluent. It would be difficult to find a more comprehensive intake of young people. We celebrate our diversity and see the comprehensive nature of our school as a real strength.

Benefits of working at Ladybridge

Part of our distinctive ethos relates to how we treat staff and the culture this promotes. We aspire to be a true learning community, which we believe is best achieved through eradicating the fear of making mistakes. Taking calculated risks, reflecting on what we learn from this and working as a team are fundamental to our culture. Most of our energy



as leaders goes into providing the best possible professional learning for staff and investing in the health and effectiveness of our relationships across the school. Openness, honesty and compassion are highly valued at Ladybridge, these qualities must be modelled at all times by our leaders.

Teaching staff at Ladybridge typically have a minimum of 20% Planning Preparation and Assessment (PPA) time, significantly above the national expectation of 10%. All teaching staff have a 'flexi afternoon' each fortnight, where they are free to leave the school site at the start of lunchtime. We do not expect teachers to work on their flexi afternoons. The vast majority of our associate staff also have varying degrees of flexible working. All our teaching staff, and many of our associate staff, are allocated an iPad, which helps us in a variety of ways, including ensuring data on achievement and behaviour are as live and accurate as possible. We use a 'study hall' approach to cover absent staff, which we very rarely use supply teachers or ask teachers to cover absent colleagues.

Staff wellbeing is prioritised at Ladybridge. Our swimming pool, leisure centre and 3G pitches enable us to offer staff swim sessions and free access to the gym and other sports facilities. Other staff wellbeing activities include football, badminton and tennis. The school farm also provides an enriching and nourishing environment for both staff and learners. The school also offers free Mindfulness and Cognitive Behaviour Therapy (CBT) sessions and courses for staff. In addition, staff are also offered the opportunity to access coaching sessions with an external professional at various points throughout the year.

Staff have access to 'Vivup', which is an employee benefits programme, consisting of many schemes and money saving initiatives designed to support mental, physical and financial wellbeing. Staff can also access the Employee Assistance Programme, which provides a confidential support helpline 24 hours a day 7 days a week, 365 days a year for any emotional, personal or work-related issues. The Lifestyle Savings section has access to a range of instant savings and discounts for shopping, days out, restaurants and much more. There is also a Cycle to Work Scheme and a Health & Wellbeing section with links to various self-help workbooks, podcasts and advice.

Another attraction to Ladybridge is our emphasis on sustainability. The school has benefitted from a [£1.4 million decarbonisation grant](#) to fund the installation of air source heat pumps and solar panels. This also helps to 'future proof' the school as fuel costs rise. The environmental group within our learner Leadership Academy work with the staff to reduce our impact on the environment and to increase the biodiversity across the school site.

As beneficial as the points above are, perhaps the most significant aspect of working at Ladybridge

is how staff are given the freedom to think, be creative and influence the development and improvement of the school. Staff autonomy, agency and creativity are valued at Ladybridge, within a structure of simple, consistent and effective systems and routines.



The Ladybridge Trivium

Ladybridge has a unique ethos and a 'Trivium' educational philosophy. More information on the Trivium can be found on our website [here](#). The Ladybridge Trivium balances traditional

and progressive educational approaches and prepares our learners for both the examinations they face at the end of Year 11 and the qualities needed to thrive and be successful throughout their lives. We seek to provide real world, authentic learning experiences that mirror complex challenges young people may face in the workplace in the future. A simple summary of the Trivium is given below:

1. **KNOWLEDGE** – Learn something new from an expert, this includes experts beyond school.
2. **EXPLORATION** – Debate, discuss, form your own ideas and gain authentic, real world experiences.
3. **COMMUNICATION** – Communicate your ideas to others, and perform publicly, in different ways to a variety of audiences.

The Trivium includes 'Everyday Trivium' approaches and 'Project Trivium' approaches, such as our [Bolton - Rewind Regenerate](#) project from last academic year. We are beginning to track our journey towards the vision of the Ladybridge Trivium on our blog, which can be found [here](#).



WISDOM Qualities

We believe that young people who are kind, respectful, committed, curious and resilient, with the ability to work effectively with others in a team, are likely to thrive at school and beyond. These six 'WISDOM qualities' are promoted, recognised and valued highly at Ladybridge. The development of these qualities, along with academic knowledge, aligns with our mission to prepare young people for their future lives and to develop good citizens.

Investing in relationships and professional learning

The health and quality of relationships ultimately determines the success of the school and how it feels to work and learn here. The school provides training for all staff in Educational Transactional Analysis, which involves the study of relationships and human interactions within an educational context. All new staff complete the introductory certificate in Transactional Analysis (TA101) with Giles Barrow, an internationally renowned TA trainer, coach and expert in the educational implications of TA theory.

We are committed to providing the very best training and professional learning for our staff.

Early Careers Teachers

The provision for Early Careers Teachers at Ladybridge High School is supportive and nurturing, fostering a culture of growth and professional excellence. We recognise and value the role of ECTs and, as such, you will have access to a comprehensive and individualised programme of mentorship and professional development designed to help you flourish and develop into a confident, capable classroom practitioner.

We model our programme on nationally recognised models of best practice, and work with STAR Teaching Schools and the National Institute of Teaching to deliver the Early Careers Framework, giving you access to the latest educational research, leading experts, and regular opportunities to collaborate with other ECTs. We also work with several local Initial Teacher Training providers,

so whatever route you have taken during training, we have a good understanding of your starting point and prior experiences and how to help ensure you achieve your career goals! All of our ECT mentors are trained in effective mentorship and coaching, and we are proud of the fact that they are all enthusiastic, committed and passionate about their role. In addition to a Subject Mentor, your ECT team will include a Professional Mentor who will meet with you regularly to provide you with wider training, networking opportunities, and wellbeing support. You will have regular meetings and feedback with your Mentors to guide and inform your teaching practice and progression. Beyond your ECT induction, there are a wealth of CPD opportunities to further grow and develop at Ladybridge, and many of our ECTs quickly move into positions of additional responsibility and leadership roles.



NPQs at Ladybridge

As part of our commitment to Continuous Professional Learning at Ladybridge, we actively encourage our teaching staff colleagues to apply to study for National Professional Qualifications (NPQs), working with Best Practice Network and Ambition Institute.

These are a suite of DfE accredited qualifications for school leaders, and those aspiring to leadership, designed to support their professional development. Colleagues can follow specialist pathways of Leading Teaching, Leading Teacher Development, Leading Behaviour and Culture, or Leading Literacy, as well as further pathways for senior leadership and headship.

Whilst these courses are fully funded by the DfE, as a school we support by providing any lesson cover needed to allow participants to engage with the course through face to face meetings, rather than remotely, or through coaching and mentoring meetings. In addition to this, we also allocate every participant an in-school leadership coach, who will meet with their coachee a minimum of six times throughout the duration of the qualification, in addition to the course coach allocated by the provider. That way, all leaders and aspiring leaders developing themselves through the NPQs have unlimited access to face to face support, guidance and coaching.

On completion of the NPQ, colleagues are encouraged to look at what their next steps may be, whether that be embarking on an NPQ in another specialism, or looking to move on to the NPQ for Senior Leaders. Whatever their choice, at Ladybridge, we place huge value on the importance of the professional learning of all staff and will actively seek ways to support colleagues in their development.

Leadership Programme

We run our own Leadership Programme, which combines [Leadership Matters](#) materials with reflection sessions, coaching and shadowing opportunities. All staff can access this programme, regardless of role or seniority.

External Partnerships

Strong external partnerships help to support and enrich our work. We are members of the [Bolton Learning Partnership](#), which provides many opportunities for professional learning and sharing best practice locally. We are also part of a national network of schools through [Big Education](#),

called the [Next Big 10](#). Many of our real world learning experiences have been made possible through working with the [Comino Foundation](#). Comino partnerships have enabled our learners to gain work experience at McCanns advertising agency, pitch ideas to ITV executives and work with partners such as the Whitworth Gallery and the Manchester University to name just a few examples.

Looking beyond the boundaries of the school gates have also led to the creation of our Learning for Life (LfL) days, where staff get to develop and share interests and passions with learners through an incredible variety of enriching, expansive and exciting learning experiences. The LfL days from last year can be seen [here](#). You can also get a flavour of what happened this year through our [Instagram](#), [Twitter](#) and [Facebook](#) pages.



Ladybridge

High School

Lead Practitioner for English Job Description

Job Title	LEAD PRACTITIONER FOR ENGLISH
Status	PERMANENT
Pay Range	LP RANGE 4-8

Specific Responsibilities

The school is seeking to appoint two Lead Practitioners of English. The responsibilities below will be distributed between the successful candidates depending on expertise and experience. Together, the postholders will drive excellence in literacy, oracy and written communication across the school and across the wider community.

1. Lead literacy and oracy community projects with local primary schools
2. Lead the development of oracy (exploratory talk and presentational talk) across the school
3. Improve the quality of written communication across the school
4. Support with departmental leadership and management
5. Be an example of next and best practice in the teaching of English and literacy across the school

1. Lead literacy and oracy community projects with local primary schools

- Develop and lead literacy and oracy transition projects with partner primary schools.
- Design and deliver joint curriculum initiatives to strengthen reading, writing and spoken language progression from KS2 to KS3.
- Lead cross-phase professional development focused on literacy pedagogy.
- Develop enrichment events (e.g. literacy festivals, debating events, writing workshops).
- Strengthen community engagement to raise the profile of literacy across the local area.
- Support smooth transition for vulnerable and disadvantaged learners through targeted literacy programmes.

2. Lead the development of oracy (exploratory talk and presentational talk) across the school

- Develop a whole-school oracy strategy rooted in exploratory talk and presentational talk.
- **Embed structured talk routines across subjects.**
- **Train staff in high-quality dialogic teaching.**
- **Develop debate, questioning and challenge across the curriculum in line with the Ladybridge Trivium.**
- Establish high-quality public performance opportunities (presentations, exhibitions, vivas).

- Monitor and evaluate the impact of oracy development on learning and character.

3. Improve the Quality of Written Communication Across the School

- Develop a whole-school writing framework to ensure consistency in written communication.
- Support departments in improving extended writing, academic vocabulary and disciplinary literacy.
- Lead training across the school.
- Develop approaches to public performance and extended writing in line with the Trivium.
- Ensure high expectations for handwriting, written accuracy, structure and clarity across subjects.
- Use assessment data to identify underachievement in literacy and implement interventions.

4. Support Departmental Leadership and Management

- Contribute to the management of the department as required to support the Head of English.
- Support the Head of English in curriculum development and quality assurance.
- Contribute to departmental improvement planning.
- Lead aspects of departmental monitoring and evaluation.
- Share responsibility for performance management (where appropriate).
- Provide coaching and developmental feedback following lesson observations.
- Support moderation, assessment design and standardisation.
- Be a visible leader and support colleagues with behaviour management.
- Contribute to the department or whole school showcasing.

5. Be An Exemplar of Best and Next Practice in English & Literacy

- Model exceptional classroom practice in English and literacy.
- Develop and share ideas and best practice to improve the quality of teaching and learning.
- Lead collaborative planning and training to improve the effectiveness and the efficiency of teaching and learning.
- Teach high-quality lessons that reflect the Ladybridge Trivium:
 - Clarity through explanation, modelling and storytelling
 - Responsive teaching
 - Repetition and retrieval practice
 - Real-life experience and experimentation
 - Debate, questioning and challenge
 - Enquiry and reflection
 - Public performance and extended writing
- Demonstrate high expectations of learners and challenge underachievement.
- Be a beacon of excellent teaching, with an 'open door' policy to support colleagues in English.
- Keep up to date with developments in English, literacy and oracy education and share research with colleagues.
- Model forming and maintaining positive relationships with learners and colleagues.
- Demonstrate and model having high expectations of learners, and challenge underachievement with both learners and colleagues of underperforming learners.
- Engage in professional learning activities including whole school training and independent reading and research.
- Actively seek and engage in professional courses which develop subject knowledge and pedagogy.
- Analyse and interpret data to modify planning and to boost performance of all groups of learners across the department, holding colleagues to account for the progress of learners in their classes.

- Use data to identify any learners or classes who are under-achieving and implement and monitor timely interventions.
- Have a positive attitude to departmental and school wide monitoring and evaluation, seeing all feedback as an opportunity to learn (see Ladybridge Beliefs).
- We also expect teachers to complete all administrative tasks in a professional manner and to meet all the Teachers' Standards (updated 2013) as contained in the DfE document found here: www.gov.uk/government/publications/teachers-standards

Beliefs, Mission and Qualities

- To share the Ladybridge beliefs that:
 - Learning is for all
 - Learning changes lives
 - Honesty promotes learning
- **To contribute to achieving the mission of Ladybridge High School which is:**

The mission of Ladybridge High School is to ensure all our learners develop the knowledge, sense of direction and moral purpose to thrive in the future. The success learners experience at Ladybridge will instil the self-belief and resilience required to overcome challenges in life. Our young people will leave Ladybridge as good citizens who are ready to make a positive contribution to their communities.
- Lead by example - with integrity, creativity and clarity – along with the Ladybridge WISDOM qualities of Respect, Commitment, Curiosity, Kindness, Teamwork and Resilience.
- To have a relentless drive and determination to provide the very best, rounded education for all Ladybridge learners.
- To passionately share a belief in our 'Trivium' educational philosophy.
- To passionately share the belief that we will achieve very little as a school without strong relationships across the school community.

Promote the School and its Community

- Contribute to the provision of after school clinics and clubs and other extra-curricular activities, events, visits, trips etc.
- Contribute to the preparations for Open Evening.
- Engage in events with partner schools, including primary schools.

Safeguard All Learners

- Work within the school's rigorous Safeguarding procedures.

Additional Duties

- To engage actively in the Professional Learning and Performance (PLP) process.
- To undertake any other duty as specified by School Teachers' Review Body (2015) not mentioned in the above.

General Information

As with all job descriptions it may be necessary to undertake any reasonable task required, and sometimes at short notice, that is not described here. All staff need to be aware of and practise the current Health and Safety regulations in accordance with Government, Local Authority and School policies. The post-holder is expected to be part of the whole-school staff team and to be able to use his/her initiative. The ability to respond positively to ever-changing and demanding circumstances is essential.

This job description may be amended at any time following discussions between the Headteacher and the post holder and will be reviewed annually as part of the school self-review programme.



Ladybridge
High School

Person Specification

Lead Practitioner for English

Essential	Desirable
Qualifications	
<ul style="list-style-type: none">• Qualified Teacher Status.• Degree relevant to teaching subject.• Qualifications that demonstrate a broad academic understanding.	
Knowledge and Experience	
<ul style="list-style-type: none">• Knowledge and experience of effective teaching and learning to a range of different abilities.• Ability to plan and deliver engaging and inclusive lessons.• Understanding of how to remove barriers to learning.• Knowledge of how to keep young people safe.• Knowledge and proven skills in managing challenging behaviour.	<ul style="list-style-type: none">• Understanding of how we learn.• Up to date knowledge of educational research.
Teaching & Learning	
<ul style="list-style-type: none">• Strong classroom practitioner able to model excellent teaching and learning for others.• Track record of strong academic progress for learners.• Ability to use data to inform planning to challenge all learners appropriately.• The ability to plan and deliver well structured lessons displaying adaptive practice and high quality modelling where necessary.• A commitment in working towards a shared vision for the department.	<ul style="list-style-type: none">• Experience of working with EAL and SEND learners.

Personal Qualities & Beliefs

- | | |
|---|--|
| <ul style="list-style-type: none">● Committed to running extracurricular activities/clubs.● Values diversity.● Alignment with Ladybridge beliefs and mission (see job description).● Optimistic outlook.● Honest, reliable, open minded, modest and full of integrity.● Models Ladybridge WISDOM qualities of Respect, Commitment, Curiosity, Kindness, Teamwork and Resilience.● Able to relate young people and form positive relationships with them based on mutual respect.● A belief that learning is for all.● Excellent time management and organisational skills.● Good attendance and punctuality. | <ul style="list-style-type: none">● Able to listen to others and respond in an emotional intelligent manner. |
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Note to Applicants:

Please try to show in your application form, how best you meet these requirements.

Date Job Description prepared/updated: October 2021

Job Description prepared by: P.Russell