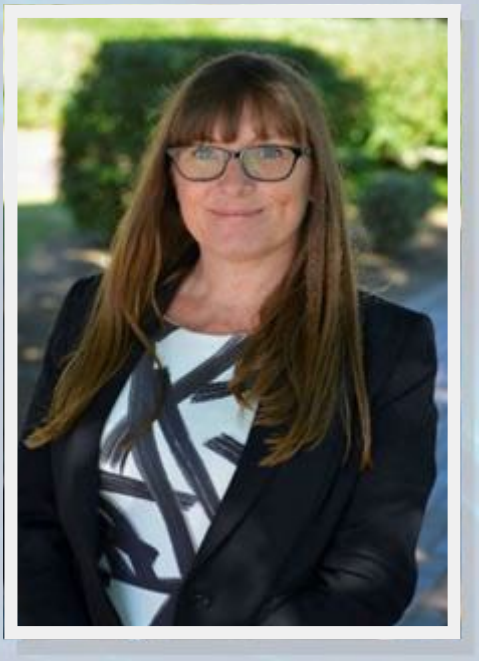


MILLFIELD SCHOOL

Teacher of Art
Application Pack
Start Date: April or September 2027

MILLFIELD *Awards*

Welcome from the Headteacher



Thank you for your interest in the position of Teacher of Art at Team Millfield. This is an exciting opportunity to join a dynamic team of expert teachers who are focused on providing the best outcomes for our students. The Governors and I are looking for a highly-motivated teacher who is driven, determined and passionate about improving students' lives through high-quality teaching and learning, as we take Millfield on the next step of our journey to being exceptional.

We are a small, family school with around 880 students on roll. Millfield is the school of choice for our area and we have been vastly oversubscribed for many years. 96% of our parents recommend us to other parents and 95% of our students would recommend us to a friend. We have a culture of high expectations, high ambition and behaviour is outstanding; there is a real belief in the Team Millfield ethos.

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

The school has been on a journey of transformational improvement: we introduced a new curriculum model and student-centred options process, and students' outcomes have been on a steady upward trajectory. We are quickly becoming a trail-blazing, beacon school and have been recognised with numerous awards: Careers; Attendance; Wellbeing; SEND; the first secondary school in Lancashire to achieve the Behaviour Gold Mark; STEAM; Sport; Cyberfirst; Learning for Life; CPLD and Equalities. We were also recognised by the Secretary of State for Education, who noted that Millfield's performance for our Pupil Premium students' outcomes, "places it among the very best schools national, and this is a significant achievement."

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

We have a clear, shared vision:

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

We can offer you:

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

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

N. Regan

Mrs Nicola Regan
Headteacher



Welcome from the Chair of Governors



Dear Applicant

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

The school has had fantastic success over the last few years. The governors have a very simple wish for the school and that is to provide an environment that allows all students to flourish and become the very best that they can be. The Governors are committed in providing the advice, challenge and support to help the school in its strategic vision.

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

Yours faithfully

Mrs Anna Richards
Chair of Governors



Welcome from the Students

Dear Applicant

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

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

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

Yours faithfully
The Senior Student Team



Staff Testimonials

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



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

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

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

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



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

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

Sophie Weir, Teacher of Humanities & Head of Rhinos



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

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

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

Christopher Hardy, Second in Modern Foreign Languages.

Staff Testimonials



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

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

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

Hannah Morton, Assistant Headteacher for Teaching & Learning



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

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

Bill Humphreys, Deputy Headteacher



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

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

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

Tom Yeoman, History Teacher

CPLD Gold Award
– *A Culture of Excellence*

We are proud to be recognised with the CPLD Quality Mark Gold Award, placing us in the top 5% of schools nationally.

Achieving Gold demonstrates that we have successfully built a high-performing, values-driven organisation, where staff development is central to everything we do. Our approach ensures both exceptional student outcomes and a rewarding, supportive workplace for all colleagues.

Investing in Our People

At the heart of our success is a simple belief: our staff are our greatest asset.

We have created a Dynamic Learning Community, where staff continuously develop through:

- Coaching and personalised professional development
- Collaborative action research and shared practice
- Access to high-quality internal and external training

A Culture of Trust, Support, and Collaboration

Our staff describe our school as a place where they feel valued, supported, and empowered. Leadership is characterised by openness, trust, and a genuine commitment to wellbeing.

We foster a collaborative environment where colleagues:

- Share ideas and learn from one another
- Feel confident to innovate and take risks
- Are trusted to make decisions and shape their practice

Joining our school means becoming part of a community that:

- Invests heavily in your development
- Values your ideas and professional growth
- Supports your wellbeing and career ambitions
- Works collaboratively to achieve excellence

We don't just develop great teachers—we grow confident, fulfilled professionals.

Our staff tell us Millfield is a place where they can flourish:

"Coming here transformed me from someone who was going to give up teaching to someone who enjoys the job again."

"My morale is higher than it's ever been—I've found my place."

"It's great working here, and I'm not going anywhere else."

"I Love it here—it's so friendly and supportive."



Be Exceptional

Be Exceptional

PRIORITISE MENTAL HEALTH

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

DRIVE DOWN UNNECESSARY WORKLOAD

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

CULTURE OF EXCELLENT BEHAVIOUR

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

MILLFIELD SCHOOL

SUPPORTING EACH OTHER

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

COMMUNICATION

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

DEVELOPMENT AND RECOGNITION

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

STAFF HAVE A VOICE

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

Job Description: Teacher of Art

Purpose of the Post:

You will be a talented and committed teacher who shares Millfield's vision and values;
You will strive to be an outstanding classroom practitioner, who plans and teaches well-sequenced lessons to a high standard, in line with school policy and practice;
You will actively contribute to whole-school literacy initiatives and cross-curricular collaboration to enhance students' oracy, reading and writing skills ;
You will support the development of digital literacy and integrate educational technologies to enhance learning experiences;
You will understand and apply the principles of effective assessment;
You will be a reflective and adaptable teacher who can maintain excellent discipline within your lessons and within your department;
You will contribute to the SoL, assessments and department's learning journey to ensure improved student outcomes;
You will be a firm believer that background is not a barrier to outcomes and you will have high expectations and aspirations for all students;
You will liaise with the SEND team and appropriate Progress Leads to ensure that the needs of SEND students and all other groups of learners are met;
You will build and maintain excellent relationships with your form tutees and their parents or carers;
Promote excellent attendance with students;
Contribute positively to the house system;
Teach high-quality CPSHE and RSHE lessons in line with the school's T&L policy to your form;
You will be accountable for the safeguarding and welfare of students;
You will ensure you understand and implement school policies, including Health and Safety;
You will promote equality, cultural capital and diversity;
Contribute to strong and effective primary links with our local primary schools;
Contribute to a well planned and well attended extracurricular programme;
Promote students' successes via school social media and the *Millfield Messenger*;
You will work towards school priorities by effectively contributing to the Department Development Plan;
You will actively engage with evidence-based practice and current educational research to inform and improve your teaching.
You will stay up to date with key changes in curriculum, pedagogy, and assessment, and adapt your practice accordingly;
You will demonstrate a commitment to your own professional development and will be keen to improve your practice by being an active participant in the whole-school Teaching and Learning CPL and coaching programme.

Competencies:

A positive and solution-focused attitude.
Be a role model in attitude, work ethic and appearance.
Promote inclusion, tolerance, respect and equality.
Collaborate and develop effective working relationships with all colleagues.
Demonstrate resilience and emotional intelligence in managing classroom dynamics and supporting student wellbeing.
Engage in peer observation and feedback to foster a culture of continuous improvement.
Build effective relationships with students and their parents/carers.
Be able to work flexibly, adapting procedures to changing situations.
Strive for excellence, personally and in others.
Show initiative and flair in developing new and exciting practices to inspire students.
Effectively mentor students for impact on their progress and outcomes.

The Art Department:

We are expanding our art department so that it will consist of two full-time qualified art teachers. The department prides itself on being dynamic, innovative and collaborative. The department continually looks to develop and improve Teaching and Learning by engaging in evidence-based research to improve the outcomes for our students as well as teachers' own professional development. The department also prides itself on the commitment we have to offer a wide range of opportunities to our students, which takes their learning beyond the classroom and enhances their 'cultural capital'. The department runs a variety of extracurricular clubs to enhance the enjoyment of the subject.

Art Department GCSE Results:

	Grade 4+		Grade 4+		Grade 4+	
	School %	**National Average %**	**School %**	**National Average %**	**School %**	**National Average %**
Art	98	77	97	77	82	77

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

MILLFIELD SCHOOL

Person Specification

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

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

Personal Qualities	Essential/ Desirable	Evidenced (Letter, Interview, Reference)
The ability to inspire and motivate all students.	E	L I R
The ability to promote a love of your subject.	E	I
The desire and capability to be an outstanding teacher.	E	L I R
The ability to make learning engaging and develop resilient learners.	E	I
The ability to work constructively and collaboratively within a team.	E	L R
Effective organisational skills, including: Excellent communication skills (verbal and written).	E	L I
Excellent interpersonal skills and empathy and demonstrate an ability to develop and maintain relationships with all members of the school community.	E	I R
Be able to prioritise workload and meet deadlines.	E	R
Readiness to support extracurricular activities within and outside your department.	E	L I R
Be able to promote student mental health and wellbeing.	E	I
Excellent timekeeping and attendance.	E	R
Ability to set and maintain high professional standards in conduct and dress-code and lead by example.	E	I R

Teachers' Standards	Essential/ Desirable	Evidenced (Letter, Interview, Reference)
Set high expectations which inspire, motivate and challenge students		
Establish a safe and stimulating environment for students, rooted in mutual respect.	E	I
Set goals that stretch and challenge students of all backgrounds, abilities and dispositions.	E	I
Demonstrate consistently the positive attitudes, values and behaviour which are expected of students.	E	I R
Promote good progress and outcomes by students		
Be accountable for students' attainment, progress and outcomes.	E	L I
Be aware of students' capabilities and their prior knowledge, and plan teaching to build on these.	E	L I
Guide students to reflect on the progress they have made and their emerging needs.	E	I
Demonstrate knowledge and understanding of how students learn and how this impacts on teaching.	E	I
Demonstrate good subject and curriculum knowledge		
Have a secure knowledge of the relevant subject and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings.	E	L I
Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.	E	L I
Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject .	E	I

Teachers' Standards	Essential/ Desirable	Evidenced (Letter, Interview, Reference)
Plan and teach well-structured lessons		
Impart knowledge and develop understanding through effective use of lesson time .	E	I
Promote a love of learning and children's intellectual curiosity.	E	I
Set home-learning and plan other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired.	E	L
Reflect systematically on the effectiveness of lessons and approaches to teaching.	E	L
Contribute to the design and provision of an engaging curriculum within the relevant subject area.	E	L
Adapt teaching to respond to the strengths and needs of all students		
Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively.	E	I
Have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these.	E	I
Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support students' education at different stages of development.	E	I
Make accurate and productive use of assessment		
Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.	E	L I
Make use of formative and summative assessment to secure students' progress.	E	I
Use relevant data to monitor progress, set targets, and plan subsequent lessons.	E	L
Manage behaviour effectively to ensure a good and safe learning environment		
Have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.	E	I
Have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.	E	L I
Manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them .	E	L I
Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.	E	I

Teachers' Standards	Essential/ Desirable	Evidenced (Letter, Interview, Reference)
Fulfil wider professional responsibilities		
Make a positive contribution to the wider life and ethos of the school.	E	L
Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.	E	L
Deploy support staff effectively.	E	I
Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.	E	R
Communicate effectively with parents with regard to students' achievements and wellbeing.	E	R
PART TWO: PERSONAL AND PROFESSIONAL CONDUCT		
A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career. • Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by: ◊ treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position. ◊ having regard for the need to safeguard students' well-being, in accordance with statutory provisions. ◊ showing tolerance of and respect for the rights of others. ◊ not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. ◊ ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law. • Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality. • Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.	E E E	L I L I L I

Upper Pay Range Standards (if applicable)	Essential/ Desirable	Evidenced (Letter, Interview, Reference)
Professional Attributes: Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.	E	L I
Teaching and Learning: Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.	E	L I
Assessment and Monitoring: Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for subject/curriculum areas they teach, including those related to public examinations and qualifications. Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.	E	L I

Upper Pay Range Standards Continued...	Essential/ Desirable	Evidenced (Letter, Interview, Reference)
Subject and Curriculum: Have a more developed knowledge and understanding of their subjects/ curriculum areas and related pedagogy, including how learning progresses within them. **Health and Wellbeing:** Have sufficient depth of knowledge and experience to be able to give advice on the development and wellbeing of young people.	E	L I
Professional Skills - Planning: Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge	E	L I
Teaching: Have teaching skills that lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.	E	L I
Team Working and Collaboration: Promote collaboration and work effectively as a team member. Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice and providing advice and feedback.	E	L I



How to Apply

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

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

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

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

Please email applications FAO Mrs Mountford, School Business Manager:
dmountford@millfield.lancs.sch.uk

Closing date for applications: 20th November 2026 at 9am

Interview: 26th November 2026

Early applicants may be offered an interview before the closing date.

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

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

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

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

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

Art Department Structure

SLT Link to Department

Head of Art

Art Teachers

Technicians



MILLFIELD SCHOOL

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