

Teacher of English

Candidate Pack

Salary: M1-U3 (£32,916—
£51,048)

Contract Type: Full time

Contract Term: Fixed
term—1 term (01/09/26—
31/12/26)

This contract is initially 1 term but
with potential for permanent from
January 2027.

Location: Sterrix Lane,
Litherland, Liverpool, L21 0DB



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Hours

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Closing Date

29th June 2026

About us

Litherland High School is a vibrant and thriving community of wonderful children and fantastic, caring staff which we affectionately call our 'Livo Family'. Our school ethos is very much built around our dedication to the academic success of our children whilst maintaining outstanding pastoral care and support. Our staff know our children and families exceptionally well and in doing so, we develop strong relationships which underpin the achievement of our students. We take our role as a central part of the local community extremely seriously and we genuinely believe our school is unique in the strength of the bonds between staff and students. Our school values are 'Kindness, Integrity, and Tenacity', and we endeavour to keep these values at the heart of our actions, and encourage our children to do the same. We know that academic success is the key to a bright and exciting future for our children, and we have worked tirelessly to make sure that our academic and wider curriculum fully prepares our students to meet the challenges ahead. Our staff are 100% committed to supporting our children to achieve their potential and become the very best versions of themselves.

What are we looking for?

We are seeking an enthusiastic and skilled Teacher of English to join our successful and well-established English department at Litherland High School. We are a dedicated and collaborative team of professionals who are fully committed to ensuring that every student receives the highest quality English education. Through inspirational teaching, strong teamwork, and a shared commitment to excellence, we strive to foster a lifelong love of English Language and English Literature whilst securing outstanding outcomes for all students.

This contract is Full time, initial 1-term fixed term but with potential for permanent from Jan 2027.

The successful candidate will be an enthusiastic practitioner who is passionate about their subject and committed to helping young people realise their full potential. They will join a department that values creativity, innovation, and evidence-informed practice, where colleagues work closely together to share ideas, develop resources and continually improve teaching and learning.

The ideal candidate will use evidence-informed approaches rooted in cognitive science, data-driven assessment, and targeted interventions to drive strong progress and attainment in English. This role is critical in closing educational gaps, raising achievement, and supporting students in overcoming socio-economic barriers to success.

About The Heath Family Trust

Join The Heath Family Trust and be part of our commitment to giving our pupils the best start in life, a mission deeply rooted in our core values. Here, you'll find a supportive environment where we collectively hold our selves and each other to the highest standards. We value:

- Clarity: ensuring clear communication and purpose in all we do.
- Collaboration: fostering teamwork and shared success across all levels.
- Accountability: championing a culture where we all take ownership and responsibility.

Across our Trust, our dedication to academic rigour underpins every aspect of our work. We offer a strong CPD programme for teachers at every stage of their career, empowering staff to flourish in their practice and grow as future leaders.

Job Description

Key Responsibilities:

1. Deliver consistently high-quality English teaching:

- Plan and deliver engaging, challenging, and inclusive lessons that inspire a love of English whilst incorporating evidence-informed teaching strategies to secure strong progress and long-term learning for all students.
- Use teaching strategies like scaffolding, chunking, and interleaving to manage cognitive load and make English accessible for students of all abilities.
- Inspire students through a rich and engaging curriculum that develops confidence in reading, writing and spoken language, whilst nurturing curiosity, creativity, and a genuine appreciation of literature.
- Contribute to the continued development of a culture where high expectations, excellent classroom practice and a passion for English are at the heart of students' learning experiences.

2. Assessment, Data, and Targeted Support:

- Ongoing Assessment: Implement a variety of assessment methods, including formative and summative assessments, low-stakes quizzes, and regular retrieval practices to monitor understanding and progress.
- Data-Driven Instruction: Use data analysis to identify trends, gaps, and areas for improvement, tailoring instruction, and intervention to meet students' specific needs. Track student performance over time to ensure strong progress and attainment.
- Targeted Interventions: Develop and deliver targeted support for students who are not meeting progress benchmarks, using data to inform personalised learning and improve outcomes.

3. Promote Strong Progress and High Attainment:

- Set ambitious yet achievable goals for all students, fostering a culture of high expectations.
- Use evidence-based strategies to maximise progress and help students achieve their highest potential, regularly reviewing progress data and adjusting teaching methods to ensure sustained improvement.
- Prepare students thoroughly for assessments and exams, equipping them with the study skills, knowledge, and confidence needed for success.
- Maintain high expectations of student achievement, behaviour and engagement, ensuring that every learner is supported to succeed, challenged to develop resilience, and inspired to engage with language, literature and the wider world with curiosity and confidence.

4. Support Students with SEND and foster an inclusive classroom!

- Foster an inclusive classroom environment, working closely with the inclusion team to implement adaptive teaching approaches and adopt best practices for students with diverse needs.
- Regularly review and adjust teaching approaches, classroom resources, and support strategies to accommodate students with specific learning difficulties, sensory needs, or physical challenges.
- Build strong relationships with students with SEND, supporting their emotional and academic needs and helping them build confidence and self-efficacy in English.

5. Develop Resilience

- Encourage a growth mindset by helping students understand that ability can improve with effort, effective practice, and persistence.
- Act as a role model and mentor, building students' resilience and self-efficacy, especially for those facing challenges outside of school.
- Use data to celebrate improvements, however small, to motivate students and reinforce the value of steady progress.

Job Description

Key Responsibilities:

6. Collaborate with School, Families, and Community

- Work collaboratively with colleagues to ensure a holistic approach to supporting student learning and well-being.
- Contribute positively to the collaborative culture of the English department by sharing expertise, developing resources, supporting colleagues, and working collectively to secure the best possible outcomes for students.
- Engage with parents and carers to keep them informed about their child's progress and equip them with strategies to support learning at home.
- Participate actively in school improvement initiatives and extracurricular activities that help build a supportive learning community.
- Embrace opportunities to think creatively and imaginatively about curriculum design, teaching approaches and enrichment opportunities that enhance students' experiences of English.

7. Commit to Professional Growth and Development

- Pursue ongoing professional development opportunities focused on evidence-informed teaching, data analysis, and effective intervention strategies to continually enhance instructional practices.
- Contribute to department meetings, sharing best practices and insights on assessment, cognitive science, and data usage to help improve overall student outcomes.
- Actively engage in professional dialogue and collaborative planning, recognising that teamwork and shared expertise are central to maintaining the department's high standards and continued success.

Other

- To follow the school's Safeguarding policy and report any incidents via CPOMS as soon as possible.
- To undertake necessary training/development required to keep up to date with developments as identified through performance management.
- To ensure compliance with the school's Health & Safety Policy, personally contributing to an environment that welcomes diversity and respects individuals.
- To contribute to other aspects of the operation of the school.
- Act as a role model in all aspects of School life.
- To uphold and promote the values of the English department through professionalism, teamwork, enthusiasm, and an unwavering commitment to securing the absolute best educational experiences and outcomes for all students.

Person Specification

Personal Attributes Required	Essential (E) or Desirable (D)
<p><u>QUALIFICATIONS/TRAINING</u></p> <p>Degree in English Language, English Literature or directly related subject QTS Commitment to ongoing professional learning Recent relevant Professional Development Higher Degree Additional subject specialism Additional professional development around inclusion or SEND</p>	<p>E E E D D D D</p>
<p><u>EXPERIENCE</u></p> <p>Teaching Experience:</p> <ul style="list-style-type: none"> • Proven experience teaching English at KS3 and 4, with a track record of fostering academic progress and understanding for students of varying abilities • Delivery of a second subject • Experience in a school within a similar context <p>Experience of developing early reading/supporting children in the earlier stages of reading</p> <p>SEND Experience:</p> <ul style="list-style-type: none"> • Experience working with students with special educational needs and disabilities <p>Demonstrated ability to implement adaptive teaching strategies.</p> <p>Classroom Management:</p> <ul style="list-style-type: none"> • Management of a diverse classroom effectively, creating an inclusive and positive learning environment for students of all abilities and backgrounds. • High aspirations and expectations of behaviour, engagement and achievement; commitment to establishment of consistency and routines. 	<p>E D D D D D E E</p>

Person Specification

<u>SKILLS/KNOWLEDGE/APTITUDES</u>	
<ul style="list-style-type: none"> • Strong subject knowledge and a secure understanding of the English Language and English Literature curriculum at Key Stages 3 and 4, with the ability to inspire students through a passion for reading, writing, and communication. 	E
<ul style="list-style-type: none"> • Outstanding Teaching Techniques: Skilled in using evidence-formed instructional techniques such as: 	
<ul style="list-style-type: none"> • Explicit Instruction and Modelling: Clearly structured lessons that include modelling, guided practice, and scaffolding for deeper understanding. 	E
<ul style="list-style-type: none"> • Formative Assessment: Frequent use of formative assessments to monitor student progress, identify learning gaps, and adapt planning and teaching. 	E
<ul style="list-style-type: none"> • Metacognitive Strategies: Encouraging students to think about their own learning through techniques like self-assessment, reflection, and goal setting to build independent learning skills. 	E
<ul style="list-style-type: none"> • Retrieval Practice and Knowledge Retention: Effective use of retrieval practice and spaced learning strategies to secure long-term knowledge and improve students' ability to make connections across texts, concepts, and skills. 	E
<ul style="list-style-type: none"> • Adaptive Teaching: Expertise in adjusting instructional methods and materials based on formative assessments of student needs, particularly to support SEND students and those who may struggle with traditional approaches. 	E
<ul style="list-style-type: none"> • Literacy and Communication: Ability to develop students' literacy, vocabulary, reading fluency and written communication skills across a range of contexts, fostering a love of language and literature. 	E
<ul style="list-style-type: none"> • Collaborative Working: Ability to work effectively as part of a successful team, sharing resources, ideas and best practice to support departmental improvement and secure the best possible outcomes for students. 	E
<ul style="list-style-type: none"> • Data-Informed Practice: Ability to interpret and use assessment data effectively to identify strengths, address gaps in learning and implement targeted strategies that raise achievement and promote sustained progress. 	E
<ul style="list-style-type: none"> • Commitment to Professional Development: A willingness to engage with current educational research, evidence-informed practice and professional learning opportunities to continually enhance teaching and learning. 	E
<ul style="list-style-type: none"> • Collaboration with Support Staff: Effective in working alongside SENDCo coordinators, teaching assistants, and other specialists to implement learning plans and maintain a consistent support network for students. 	

Person Specification

Personal Qualities

- Genuine enthusiasm for English Language and English Literature, with a passion for inspiring a love of reading, writing and communication, and a deep commitment to helping all students achieve their potential.
- Committed to fostering high aspirations, resilience and intellectual curiosity, encouraging students to develop confidence in their own abilities and a lifelong appreciation of Language and Literature.
- Demonstrates patience, empathy, and understanding for students who learn at different paces or who experience learning difficulties.
- Values collaboration and teamwork, recognising the importance of sharing expertise, ideas, and best practice to secure the best possible outcomes for students.
- Committed to ongoing self-reflection and professional growth; regularly evaluates the effectiveness of their teaching and adapts practices based on feedback and student outcomes.
- Creative and reflective in their approach to teaching and learning, willing to think imaginatively and embrace innovative strategies that engage students and enhance their experience of English.
- • Demonstrates a strong commitment to evidence-informed practice and a willingness to contribute positively to the continued success and development of the English department.
- Experience of leading or contributing to extracurricular activities that enrich students' experiences of English, such as reading clubs, creative writing opportunities, theatre visits, debating, public speaking or literacy initiatives.

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How to Apply

Applicants must have relevant qualifications and experience related to this role, please ensure that you meet the person specification before applying.

We are committed to equality of opportunity for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage and civil partnerships.

Appointment is subject to a satisfactory enhanced disclosure from the Disclosure and Barring Service and references. The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

We ask that you do not send CVs. Please email your completed application to recruitment@theheathfamily.org.uk

Application closing date: 29th June 2026

Shortlisting Date: 30th June 2026

Interview Date: 2nd July 2026

About the Trust



Our work at The Heath Family Trust is rooted in our mission, our values and in a commitment to giving our pupils the best start in life. We collectively hold ourselves and each other to the highest standards. You will thrive in an environment that values **clarity** in communication and purpose, fosters **collaboration** across all levels, and champions a culture of **accountability**.

Academic rigour is our priority. We achieve this by ensuring our work is thorough and of the highest intellectual integrity.

✓ WHY WE EXIST: A SHARED PURPOSE

To empower our children to overcome barriers, be able to compete with the best, and shape the future.

✓ HOW WE BEHAVE: THE HEATH FAMILY VALUES

With kindness: we look out for each other.

With integrity: we do the right thing.

With tenacity: we do what it takes.

✓ WHAT WE DO

We lead schools in the North West to maximise attainment and nurture confident, resilient and compassionate individuals.

We Offer:



- ✔ An opportunity to work in a values driven organisation and be part of a welcoming and dedicated team
- ✔ Support and training so that you can flourish in your role
- ✔ Recognition of the importance of a work life balance and employee wellbeing
- ✔ Car lease scheme
- ✔ Cycle to work
- ✔ Appropriate pension scheme
- ✔ Employee Assistance Programme (EAP)

