



Teacher of English Maternity Cover Application Pack



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Welcome from the Headteacher

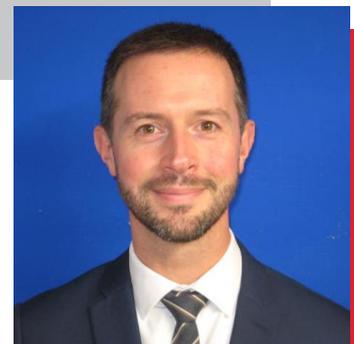
Dear Applicant

Thank you for expressing your interest in this exciting opportunity. I am pleased to present this application pack which, I hope, will help you to build a picture of our school.

Walton High School opened in 1967 and serves the south-eastern area of Stafford. It is a school that prides itself on providing its students with a caring environment in which they are keen to learn. Parents are supportive of the school and rightly expect high standards at all times.

The school continually achieves high academic results as well as a variety of other successes. This is a reflection of the efforts of hard-working, talented staff who always strive to improve achievements across all key stages.

If you feel you have the qualities we are looking for and are the right person to work at the school, we would be delighted to receive your application.



Mr Andy Leese
Headteacher



Welcome from the CEO

Walton Multi-Academy Trust is committed to the delivery of quality education for all children in our academies. The Trust's prime responsibility is to set the vision, promote the ethos and develop the culture of our academies and we aim to ensure that each academy fulfils that vision.

We are determined to develop effective partnerships between our academies and to serve our local communities whilst encouraging each academy to retain and develop its unique character and identity. We are excited by the financial and practical benefits of a successful multi-academy trust and we intend for each of our academies to become financially stable and then financially secure.

We are very proud of our academies and of our leaders, governors, teachers, support staff and students. We are currently a small MAT of just two secondary schools (Walton High School and King Edward VI High School) and whilst we have ambitions to grow further, we are determined to retain the supportive culture which we hope we have established.

This is a really exciting time in the development of Walton Multi-Academy Trust and I am looking forward to working productively with you if you share our ambition, drive, ethos and commitment.



Neil Finlay, Chief Executive Officer



Introduction

Walton High School opened in 1967 and serves the south-eastern area of Stafford. We are a school that ourselves in providing students with a caring environment in which they are keen to learn. Parents are supportive of the school but rightly expect exacting standards. The school nestles on the northern boundary of Cannock Chase, an area of Outstanding Natural Beauty. Our students either walk or cycle to school. Since the 1960s, the school has been served by only seven substantive headteachers. This continuity has always been a feature of Walton's culture. Additionally, Walton's feeder schools are of an extremely high quality. The school has a PAN of 210 but we are regularly oversubscribed.



“ A calm and focused environment typifies the school. ”

Ofsted, 2024

We have re-established our two-year Key stage 4 curriculum and a significant amount of work will be ongoing in departments. Walton is outward facing, having strong links with external partners in teacher training. Evidence informed practice is a hallmark of the school approach to improvement, particularly in teaching and learning. As a result of this practice, the school continually achieves high academic results as well as a variety of other successes. This reflects the efforts of a hardworking and talented staff who always strive to improve achievements across all key stages.



About our school

Walton High School prides itself on its high quality, supportive staff. We attract talented subject specialist teachers and we are able to retain staff once they join us. We believe this is because we provide a stimulating and rewarding environment to work in. We root all our decisions in evidence-based research, from teaching and learning, to behaviour and staff CPD. We also believe that our staff deserve a good work-life balance, so we have worked hard to remove unnecessary tasks from teachers and ask that they focus only on the things that research has shown make a real impact on learning.



Walton is known for aiming high with its curriculum and academic experiences and we pride ourselves on the examination successes of our students. We do, however, invest heavily in the wider experiences of our students. We promote and support the wider curriculum in the areas of sports, arts, music, drama and theatre, gardening, knitting, STEM and DofE, to name but a few, and large numbers of our students are regularly involved. Walton is a school where extracurricular activities are seen positively by all sorts of students and We feel it is vital that we promote and

participation rates are high.

We feel it is vital to promote and sustain a collaborative style of working with outside agencies. Whether this is local primary and secondary schools, teaching school hubs or ITT providers, we believe it is important to work with everyone for the benefit of everyone. We also encourage our staff to pursue further qualifications such as NPQs or work with other agencies such as ITT providers so that they deepen and broaden their experiences, skills and knowledge.

“ **The recent shift in the culture across the school has been profound.** ”
- Ofsted, 2024





“Pupils are happy here and attend often. Pupils feel safe here.”

Ofsted, 2024

Despite the school's age, recent CIF Funding has led to the refurbishment of several of our roofs, windows, heating system and the installation of LED lighting. Lettings include the swimming pool and the swimming pool and school hall for Stagecoach, a local theatre company.

The school has a 1960s' gymnasium and possesses around 25 acres of paying fields. These have been extensively planted with trees by our students over the years as a contribution to making the school more sustainable.

The school has a heavily invested Teaching and Learning Responsibility structure. Walton High School is one of two schools in the Walton Multi-Academy Trust. The other school is King Edward VI High School which is also located in Stafford. The CEO of the Trust is Neil Finlay, a former Headteacher at Walton.

School Aims

1. To enable every individual to fulfil their potential
2. To educate the whole student by fostering an ethos where academic success and the development of personal skills and attributes are equally important
3. To create an environment that promotes mutual respect between staff and students
4. To encourage creativity, flair, imagination and enthusiasm in our students
5. To equip our students with the knowledge, skills and personal qualities that will best prepare them for their future lives
6. To sustain a partnership with parents and the local community through effective communication to support our students





Teaching & Learning at Walton High

We are '**evidence-informed**' in our approach to teaching and learning. This means that we are aware of, and utilise regularly, strategies that research has shown have the biggest positive impacts on students' learning and progress.

Below, we outline the main areas of our evidence-informed teaching and learning and the strategies within each area that teachers will be using.

We do not have a 'one size fits all' approach to teaching and learning. In other words, we do not expect all teachers across all subjects to teach lessons in exactly the same way. Teachers are the experts in their subject area and we ask departments to implement each strategy in a way which is most appropriate to their subject.



“

The school has delivered a broad and ambitious curriculum that spans well beyond the academic. Ofsted, 2024

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Key information

Status	Member of Walton Multi-Academy Trust
Last Ofsted	October 2024 Walton-High-School-Report-November-2024.pdf
Ofsted Judgement	Good
Published Admission Number	210, arranged in 7 forms
Type of School	Secondary, mixed
Year School established	1967
Age Range	11 – 18
Number of Students on Roll	1,260
Number of Students in Sixth Form	213
% of SEND Students	9.3% (125 students)
% of EAL Students	4% (57 students)
% FSM Students	6% (84 students)
% of Pupil Premium Students	6.6% (89 students)
Link to exam results	Latest GCSE Results Latest A Level Results
School website	www.waltonstaffs.com



“ The school’s work to improve pupils’ attendance is notable. ”

Ofsted, 2024

“ The school’s work to develop pupils’ personal development is impressive ”

Ofsted, 2024





Teacher of English - Maternity Cover Job Description

Date:	1 September 2026
Title:	Teacher of English (Maternity Cover) Full time
Responsible to:	Headteacher
Line Manager:	Head of English Dept
Accountable for:	Students in class

DUTIES AND RESPONSIBILITIES:

1. Teaching:

- Having regard to the curriculum for the school, and with a view to promoting the development of the abilities and aptitudes of the students in any class or group assigned
- Planning and preparing courses and lessons
- Teaching, according to their educational needs, the students assigned including the setting and marking of work to be carried out by the student in school and elsewhere
- Assessing, recording and reporting on the development, progress and attainment of students

2. Other activities:

- Promoting the general progress and well-being of individual students and of any class or group of students assigned
- Providing guidance and advice to students on educational and social matters and on their further education and future careers, including information about sources of more expert advice on specific questions; making relevant records and reports
- Making records of and reports on the personal and social needs of students
- Communicating and consulting with the parents of students
- Communicating and co-operating with persons or bodies outside the school; and
- Participating in meetings arranged for any of the purposes described above

3. Assessments and reports

- Providing or contributing to oral and written assessments, reports and references relating to individual students and groups of students



4. Performance management

- Participating in arrangements made in accordance with regulations made under section 131 of the Act for the appraisal of performance and that of other teachers

5. Review, induction, further training and development

- Reviewing from time to time methods of teaching and programmes of work
- Participating in arrangements for further training and professional development as a teacher including undertaking training and professional development which aim to meet needs identified in appraisal objectives or in appraisal statements
- In the case of a teacher serving an induction period pursuant to the Induction Regulations, participation in arrangements for supervision and training

6. Educational methods

- Advising and co-operating with the headteacher and other teachers (or any one or more of them) on the preparation and development of courses of study, teaching materials, methods of teaching and assessment and pastoral arrangements

7. Discipline, health and safety

- Maintaining good order and discipline among the students and safeguarding their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere

8. Staff meetings

- Participating in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements

9. Rarely cover

- Supervising and so far as practicable teaching any students whose teacher is not available to teach them as part of the rarely cover arrangements

10. External examinations:

- Participating in arrangements for preparing students for external examinations, assessing students for the purpose of such examinations and recording and reporting such assessments; and participating in arrangements for students' presentation for, and conducting, such examinations; but not routinely invigilating

11. Administration

- Attending assemblies, registering the attendance of students and supervising students, whether these duties are to be performed before, during or after school sessions



Person Specification

Attributes	Essential	Desirable	Evidence
Education and qualification	<ul style="list-style-type: none"> Qualified teacher status Qualified to teach English in KS3 and 4 		<ul style="list-style-type: none"> Application form
Experience	<ul style="list-style-type: none"> Successful teaching of English at KS3 and KS4 (including teaching practice). 	<ul style="list-style-type: none"> Some experience (including teaching practice) of form tutor/PSHE work Experience of use of ICT within English 	<ul style="list-style-type: none"> Application form Letter References
Skills and abilities	<ul style="list-style-type: none"> Knowledge of current National Curriculum programmes of study Good oral and written communication skills Good classroom management and organisational skills Evidence of the ability to develop good working relationships with students ICT skills A knowledge of current research-informed practice. 		<ul style="list-style-type: none"> Letter References Interview Observed lesson Interview
Motivation and personality	<ul style="list-style-type: none"> Positive, enthusiastic outlook Able to work as a member of the departmental team and to be an active participant in the whole staff community. Receptive to new ideas and able to generate them In tune with the aims and values of Walton High School 	<ul style="list-style-type: none"> Willing to extend own skills/knowledge through further professional development Interest in developing extra-curricular activities with students 	<ul style="list-style-type: none"> Reference Letter Interview
Circumstances and health	<ul style="list-style-type: none"> Good record of attendance and punctuality Able to work under pressure. Available September 2026 subject to routine health and DBS checks. 		<ul style="list-style-type: none"> References



The English Department

The department is housed in a purpose-built block near the entrance to the school. English is a thriving subject and the department has a very good reputation with student success rates throughout all the key stages. Such success has not been earned by adopting a narrow focus on examination needs and outcomes - indeed, the department endeavours to provide an enriching curriculum which recognises that English is more than a subject defined by examination criteria. Students gain important life skills through our lessons, learning to form and articulate their own views and challenge others. Through the delivery of a wide and interesting curriculum, supported by a plethora of anthology texts delivered across all years, we aim to foster not only a love of learning but also a keen interest in reading and a widened knowledge of cultural capital.

The department presently consists of eight full-time specialists and most members have their own teaching area. Responsibility points within the department are allocated to the Head of Department and Second in Department with a third point currently focusing on the development of teaching and learning initiatives. This is not to say that the department slavishly embraces every passing trend and initiative, however, and whilst members are keen to develop their practice, as a department we value and indeed actively encourage their right to deliver what they believe to be the best practice for the students in front of them. The department believes in working collaboratively and supportively and takes pride in its achievements.

In Key Stage 3, the department has devised schemes of work that are accompanied by a topic specific anthology of different texts. At Key Stage 4 and 5, staff work from the individual exam syllabus, delivering exam units according to a published long-term plan. This has recently been reviewed to encompass the delivery of the school's teaching and learning initiatives. Resources for these are shared and the intention of this methodology is that it is supportive, rather than restrictive, allowing the individual's enthusiasm, personality and preferences, to be given full scope.

All students at Key Stage 4 take GCSE English Language and English Literature (OCR) and students follow the same Exam Board for A Level English Literature. The department also offers A Level English Language and Literature with AQA.



How to apply

Thank you for your interest in our school. The Headteacher looks forward to receiving your application. Please complete all sections of the application form in full.

In addition to completing an application form you are requested to submit a supporting letter. Your letter should be no more than 2 sides of A4 in length. Please outline: **Your personal philosophy of education and how your experience to date has enabled you to meet the requirements of the Person Specification.**

Your completed application, including your letter, should be emailed to: **recruitment@walton.staffs.sch.uk**

The deadline for applications is 9am on Friday 17th April 2026

Interview date to be confirmed.

References will be taken up prior to interview using the contact details you supply on your application form.

Shortlisting will take place and successful applicants will be informed as soon as is practicable.

Further information about Walton High School can be found on the school website www.waltonstaffs.co.uk

