



MEOLS COP HIGH SCHOOL

RECRUITMENT PACK

TEACHER OF ENGLISH

Southport
Learning
Trust



ABOUT US

Thank you for your interest in the opportunity to join our team at Meols Cop High School, part of Southport Learning Trust.

As a research informed school, we are very fortunate to have a culture in which staff are truly committed to professional development and as a leadership team we actively encourage an environment in which our colleagues grow and develop. The successful candidate will not only have access to exceptional development opportunities for their own career but will also play a pivotal role in supporting the development of staff across the school.

At Meols Cop we are extremely ambitious for our whole school community with a vision of 'Brokering Aspirations'. We are committed to ensuring that our young people have the skills, qualifications and characteristics to lead a successful life. We provide a curriculum that will challenge them academically, that will allow them to develop as citizens of the world and to undertake experiences that will allow them to explore passions and make informed choices about their futures. The successful candidate will take a lead role in making this become a reality through developing a culture amongst our staff and students of high expectations and high standards.

We are committed to providing stimulating, challenging and engaging learning experiences for our students and invest heavily in professional development as we believe 'Teacher improvement is school improvement'. Within this role, Meols Cop High School will offer you extensive career development and bespoke CPD opportunities. Many of the staff in the departments you will work with are seen as specialists in their areas with strong links to Maths Hubs work, STEM and Research school training programmes. Moreover, we are keen to ensure the wellbeing of our staff, and our Workload Charter highlights our commitment to this.

We appreciate the challenges in making this significant career decision at this time so we welcome the opportunity to discuss this position further with you. We would encourage you to look at our website (www.meolscophighschool.co.uk), performance tables and OFSTED reports to ensure that Meols Cop High School is a school that you feel would be suitable for your professional development.

Enclosed in this pack is:

·The job description and person specification for the role. Please use these to complete the application form for this post, setting out how you meet the criteria of the post. Please ensure that you complete the application form fully and do not leave any gaps in your career history.

·An equal opportunity monitoring form which is enclosed with the application form. Please note the information on this form is used for monitoring purposes only and will not be seen by the shortlisting panel.

·Our Recruitment Privacy Notice which sets out how we will gather, process and hold personal data of individuals as part of this recruitment process. If you are not shortlisted or appointed, then your information will only be retained by us for 6 months from the shortlisting date.

Meols Cop High School is part of Southport Learning Trust and benefits of working within the Trust include access to Merseyside Pension Fund, a cycle to work scheme and a private health and wellbeing service. In addition, as part of Sefton's admissions policy children of staff where the member of staff has been employed at a school within the Southport Learning Trust for two or more years at the time at which the admission application for the school is made, their children will be considered for a priority placement at Meols Cop High School.

For your information, deadline for applications is Monday 13th April 2026 at 9am. Interviews will be held at Meols Cop High School, date to be confirmed. Please send applications to recruitment@meolscop.co.uk

Meols Cop High school is a truly special place to work. Please don't just take our word for it - interested applicants are strongly encouraged to visit us, meet our team and most importantly, get to know our incredible students. To organise a tour ahead of application, please contact PA to the leadership team, Miss Sarah Byrne on recruitment@meolscop.co.uk

Yours sincerely



Martin Davis
Headteacher





VALUES DRIVEN



BROKERING ASPIRATIONS

Meals Cop students will be given opportunities to explore, experience and engage with opportunities to embed values that will positively impact our community and develop them as citizens of the world.



PROFESSIONAL STANDARDS



BROKERING ASPIRATIONS

The Meals Cop school community will adopt a professional standards model that will maximise learning opportunities and prepare students for success in the world beyond school.



SKILLS & EXPERIENCES



BROKERING ASPIRATIONS

Meals Cop students will have access to life changing experiences, developing passions and skills which will allow them to broker their aspirations.



ACADEMIC EXCELLENCE



BROKERING ASPIRATIONS

Meals Cop students will experience the highest quality of teaching and learning driven by evidence-informed practice.





TEACHER OF ENGLISH

Dear Candidate,

Thank you for taking the time to apply to join our wonderful English department. Here at Meols Cop, we are on an exciting journey in English to create to a department which is the heart of the school. Team English at Meols Cop is led by myself, Beth McKay, and our Second in Department, Hannah Bentley and together we lead a team of expert practitioners who all have the same goal: ambitious lessons that are full of high expectations, challenging topics and interesting texts to ignite a passion for English. In our English department, creating a love of reading and language is at the heart of everything we do. Our curriculum is designed to empower our students to find their voice and use it to share their passion.

Our curriculum is a spiral curriculum focusing on building mastery of skills over time. Each unit is built in sequence with the skills progressing and is combined with explicitly teaching the knowledge needed to be successful. Our curriculum is fully resourced and all staff partake in the planning, creation and improvement of resources each year to ensure that we are consistently making small tweaks each year to improve our student experience.

In KS3, students are welcomed to the world of English through a variety of ambitious texts to broaden horizons and reflect the wonder that is English Literature. Year 7 starts with students learning all about Greek Mythology and then in turn learning how to be masters of the pen as they create their own mythical tales. The rest of their journey through KS3 (7-9) offers a wide range of opportunities to master comprehension, analysis, evaluation and creative writing skills as they explore text choices, such as: The Speckled Band, Noughts and Crosses, Romantic Poetry, Shakespeare plays and modern short stories (to name but a few!).

Our KS4 builds on the foundation knowledge gained at KS3 as we teach the AQA specification as we bring the world of An Inspector Calls, Macbeth, A Christmas Carol and Power and Conflict Poetry to life. It develops and strengthens students analytical skills through more advanced and detailed discussions and exploration of language, whilst encouraging the use of more complex vocabulary and independent practice. GCSE English Language is taught simultaneously and we interleave this content to ensure we are strengthening students' ability to approach unseen texts and write with creative flair for fiction and non-fiction purposes. As with KS3, we have an ever-changing, fully resourced SOW within the department which is easily adaptable to meet the needs of all students, we constantly strive to provide the very best educational experiences that will ensure every student's success, whatever their individual educational needs.

We also aim to provide extracurricular opportunities for our students through theatre trips, clubs during the school day, additional revision, writing competitions, Book Buzz and so much more. We are always supporting students to thrive both inside and outside of the classroom. We have an exciting partnership with Southport's Journey in which students are writing for the Youth Voice to reflect student voice in Southport.

As a department, we are incredibly proud of Team English and the work we do to support all students to succeed not only in English, but throughout their whole school journey. If you were successful, you would join a team of passionate teachers who are always striving towards offering the best English experience for our young people.

We wish you luck with your application and would be happy to give you any further information if you would like to come for a tour before applying.



APPLICATIONS

CONTRACT: FULL TIME UP TO 1 YEAR MATERNITY COVER

CLOSING DATE: Monday 13th April 2026 at 9am

INTERVIEW DATE: To be arranged

STATE DATE: September 2026

PLEASE SEND APPLICATIONS TO RECRUITMENT@MEOLSCOP.CO.UK

CVs will not be considered

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PERSON SPECIFICATION

Classroom teacher skills, experience and professional qualities and knowledge
(to be addressed in your letter of application and followed up at interview)

Essential	Desirable
<p>Personal Qualities</p> <ul style="list-style-type: none"> • Team worker able to collaborate, contribute & share • Strong interpersonal and communication skills • Able to analyse, evaluate and improve own performance by participating in continuing professional development • Able to work independently and demonstrate initiative and as a member of team • Open minded and responsive to change • A positive and enthusiastic attitude • Effective organisational skills • High expectations which inspire, motivate and challenge • Make a positive contribution to the wider life and ethos of the school 	<p>Personal Qualities</p> <ul style="list-style-type: none"> • Experience of team teaching or collaborative approach • Experience of extra curricular subject specific clubs
<p>Subject/Learning and Teaching</p> <ul style="list-style-type: none"> • Dynamic and passionate dance/PE teacher • Good honours subject specific degree and qualified teacher status • Adaptation of teaching, learning and assessment to respond to the strengths and needs of all students • Knowledge of present and future subject developments • Outstanding teacher placement/observation • Knowledge of history curriculum design and implementation • Promotion of and accountability for students' progress and assessment 	<p>Subject/Learning and Teaching</p> <ul style="list-style-type: none"> • Use of data for intervention and the ability to measure its impact • Awareness of the needs of SEND students • Member of subject organisation or learning and teaching group • Experience in designing and supporting the planning of a KS3 curriculum
<p>Whole Curriculum</p> <ul style="list-style-type: none"> • Up to date knowledge of the latest educational research • Contribute to whole school initiatives outside of your subject and incorporate them into your teaching e.g. research • Pro-active learning tutor and member of duty team • Committed to the vision of our learning community 	<p>Whole Curriculum</p> <ul style="list-style-type: none"> • Knowledge of Prevent, SMSC and British Values • Willingness to encourage student voice and parental engagement activities • Willingness to offer extra-curricular support and activities

TEACHER JOB SPECIFICATION

We are committed to promoting the safeguarding and welfare of children and young people and expect staff all staff and volunteers to share this commitment.

<p style="text-align: center;">Supporting our vision</p>	<ul style="list-style-type: none"> • To devise, implement and deliver an inclusive and appropriate curriculum for all of our students to raise their aspirations and prepare them to make a valuable contribution to their future community. • To monitor, support and demonstrate care about the overall progress and development of students as a Teacher/ Learning Tutor. • To facilitate and encourage, with the support of your colleagues in your curriculum area and whole school, and encourage a learning experience which provides all types and abilities of student with the opportunity to engage in learning and achieve their individual potential. • To contribute to raising standards of student attainment. • To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth. • To assist in creating a school environment with high learning expectations and an outstanding care and guidance of, and for, each other
<p style="text-align: center;">Supported by</p>	<p>Subject Leader</p>
<p style="text-align: center;">Supported to</p>	<p>Deliver outstanding learning experiences and life opportunities</p>
<p style="text-align: center;">Work Expectations</p>	<p>Full time post. 1265 hours per year</p>
<p style="text-align: center;">Grade</p>	<p>TMS / UPS</p>
<p style="text-align: center;">Disclosure level</p>	<p>Enhanced</p>
<p style="text-align: center;">Collaborative role in your curriculum areas [s]</p>	<ul style="list-style-type: none"> • To be actively involved in, and to make a full contribution to; the development of appropriate syllabuses, resources, schemes of learning, home-learning, assessment policies and learning and teaching strategies. • To play a fully informed professional role in the self assessment procedures of the curriculum area and the development of agreed targets. • To be fully prepared for directed time meetings and inset within the curriculum area • To be actively involved in extracurricular clubs

<p style="text-align: center;">Collaborative role in your school:</p>	<ul style="list-style-type: none"> • To be fully prepared for directed time meetings and inset within the whole school area, and for meetings/training when representing the school at external venues. • To contribute to whole school innovation and initiatives at the planning, implementation and evaluation stages. • To articulate your personal views, those of your curriculum area and subject new pedagogical development and relate these to the changing needs and aspirations of our students and stakeholders. • To contribute honestly and accurately to whole school self evaluation, intervention and developmental processes. • To adhere to, and be aware of, all school policies and procedures.
<p style="text-align: center;">Personal effectiveness and professional development:</p>	<ul style="list-style-type: none"> • To benefit fully, in terms of professional development by participating fully in the school's staff development programme and by actively seeking relevant training and advice, for your present and future perceived needs. • To continue personal development in the relevant areas including; subject pedagogy, educational research, leadership, student support initiatives and all issues that will develop outstanding professional skills. • To engage actively in the Performance Management Review Cycle taking responsibility for the successful completion of your targets. • To ensure the effective/efficient deployment of classroom support by sharing learning plans and intended outcomes with the LSA. • To effectively participate as a member of any designated team and to contribute positively to effective working relations within the school. • To be self reflective, willing to share ideas and resources and adopt good practice so that your own and your colleagues' effectiveness can best benefit the learning and development of our students.
<p style="text-align: center;">Assessment and Intervention</p>	<ul style="list-style-type: none"> • To maintain appropriate records as per the school marking and assessment policy and to provide relevant, accurate and up-to-date information that can be accessed immediately. • To complete the relevant documentation to assist in the tracking of students' progress and subsequent intervention. • To track student progress and use assessment data to plan appropriate personalised lesson plans. • To be responsible for student under-achievement in your classes; the identification of the under-achievement and the planned intervention response. • To utilise available national and school data to evaluate student progress and your own effectiveness.

<p style="text-align: center;">Parental Engagement</p>	<ul style="list-style-type: none"> • To communicate effectively with the parents/carers of students as appropriate. • To communicate and co-operate with external agencies supporting our students and their families. • To follow agreed systems for communications in the school. • To complete student reports on an annual basis following school guidelines on reporting. • To take part in Academic Consultation Evenings (outside of contracted days where required) being fully prepared to provide personalised information and intervention strategies that include all concerned. • To promote a positive and welcoming image of the school through activities such as Open Evenings, Academic Consultation Evenings, Information Evenings, and extra-curricular events.
<p style="text-align: center;">Value for money and safety</p>	<ul style="list-style-type: none"> • To contribute to the process of the ordering and allocation of equipment and materials. • To prepare materials and resources for lessons utilising non-teaching staff. • To assist the Line Manager in identifying resource needs and to contribute to the efficient/effective use of physical resources • To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the School, subject area and the students. • To maintain a positive, safe environment that supports learning in which students feel secure and confident.
<p style="text-align: center;">Care & guidance</p>	<ul style="list-style-type: none"> • To be an informed and caring Learning Tutor to an assigned group of students. • To ensure that tutor group activities are delivered in line with the weekly programme • To promote the general progress and well-being of individual students and of the tutor group as a whole. • To retain an overview of the subject progress of all the assigned group of students and to encourage as necessary. • To oversee the welfare of the assigned group of students. • To recognise the achievements of each individual in school and out of school. • To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life. • To contribute to the preparation of action plans, progress reports and annual reports. • To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved. • To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff. • To monitor and support individuals on report and target cards.

Classroom skills & expectations

- To plan effectively using the school lesson observation criteria as a guideline.
- To assess, record and report on the attendance, progress, attitude, behaviour, development and attainment of students and to keep such records as are required.
- To ensure that all students are aware of the grades/levels they are currently working at, the skills required to achieve that level, their target level or aspirational level and the skill development needed to attain [or exceed] their target
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- To ensure that literacy across the curriculum, whole school themes and agreed whole school and departmental foci are reflected in the learning experience of students.
- To undertake a designated scheme of learning and modify to suit the specific class.
- To ensure a high quality learning experience based on acknowledged good practice based on discussed and agreed school approaches and Ofsted subject guidance.
- To contribute to Suspended Timetable activities.
- To research, prepare, update and share subject materials.
- To use a variety of delivery methods, including new technology, which will engage students and meet demands of the relevant syllabus and online learning
- To ensure that arrangements for students, with due regard for IEPs, are in place.
- To set high expectations for students' behaviour through well focused teaching and through positive and productive relationships.
- To operate, in a balanced manner, the school BFL system and send the relevant data to the manager for Reflection
- To provide the Examinations Officer with clearly identified entries for examinations and to give dates and names for specific modules/unit tests/coursework.
- To undertake assessment of students as requested by external examination bodies, departmental and school procedures.
- To assess, grade and give written/verbal subject specific feedback as required, according to the school policy. To use features of Assessment For Learning regularly allowing the students to become personally responsible for the assessment and monitoring of their own progress.
- To build into the assessment system the opportunities for self/peer reflection and checking.
- To follow the School's Code of Conduct for working with students.
- To ensure that home-learning is set at the appropriate time, that it has a student friendly set of instructions and level guide and that it is marked promptly with subject specific feed-back given.

<p style="text-align: center;">Staff Expectations</p>	<ul style="list-style-type: none"> • To participate fully in the activities of Meols Cop High School, to support its distinctive vision and ethos and to encourage all staff and students to follow this example. • To behave, dress and act as a positive role model and representative of Meols Cop High School in all situations when liaising with stakeholders and community representatives. • To treat each other courteously and professionally, to take and seek advice and to always be supportive and aware of the needs of colleagues. • To support the school in meeting its legal requirements for collective worship. • To actively engage in personal development as agreed. • To comply with the school’s Health and Safety policy and undertake risk assessments as appropriate.
<p style="text-align: center;">Individual needs</p>	<p>This is not a comprehensive list of all tasks which may be required of the post-holder. It is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade.</p> <p>Other reasonably similar duties may be allocated from time to time in line with the general character of the post and its grading.</p> <p>The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.</p> <p>This job description is current at the date shown, but following consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job which are commensurate with the salary and job title.</p>
<p style="text-align: center;">Special Conditions</p>	<p>This post is exempt from the Rehabilitation of Offenders Act 1974. All teachers must have Enhanced CRB disclosure.</p>

Reasons why you may wish to join our Meols Cop High School learning community:

- We are an oversubscribed school where staff are valued, supported, and allowed to develop, encouraged to innovate and given every opportunity to enjoy their teaching and share ideas across the curriculum. Our increasing numbers have meant that we are able to employ extra teachers and expand our curriculum.
- All staff experience extensive professional development opportunities. If you are an ECT, you will be given a subject mentor, SLT mentor and be offered a range of in-house coaching and CPD opportunities.
- You may be a learning tutor responsible for the welfare and progress of approximately 25 students. We work amazingly hard to support our students. They are our greatest resource.
- We are passionate about staff wellbeing and take steps to ensure that staff are supported in reducing their workload through our Workload Charter. This is through centralised detentions, collaborative department planning, limited data collection, a sensible marking policy and opportunities for staff voice.
- Through our Meols Cop Principles of Teaching, we have a clear approach with emphasis on evidence informed practice to ensure students get the best possible outcomes.

4 essential skills that you will need if you are a successful applicant and that we will look for in your application and interview are:

- We want our teachers to challenge our students in lessons so that they make progress beyond their targets and aspire to achieve new, and possibly unexpected, levels of potential.
- Our students need to be interactive learners, given responsibility for their own learning progress and self-assessment. Can you motivate them to achieve this?
- We have a rich and varied community of learners with specialist bases for Asperger's students and dyslexic students. Can you plan lessons and offer pastoral care that allow all students to achieve?
- Our students will interview successful applicants and watch them teach. They tell us that they like caring, friendly, fun teachers who are firm but fair, who make their lessons interactive and exciting, who will help them if needed with oral and written feedback BUT most of all they like people who seem genuinely interested in them and their school! Could that be you?



Meols Cop High School,
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enquiries@meolscop.co.uk



www.meolscophighschool.co.uk



@meolscophigh



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EMPOWERING OUR COMMUNITIES TO POSITIVELY
IMPACT THE WORLD