

Teacher of English (Fulltime or 0.8 available)
(With Possible Lead Teacher: Literacy TLR 2.1)
Application Pack

Start Date: 1st September 2024



NCS CHAMPION SCHOOL

Welcome from the Headteacher

Thank you for your interest in the position of Teacher of English , with an opportunity for Lead Teacher of Literacy at 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 English 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 'outstanding'. Literacy is seen as a strength in the school and this will be an exciting opportunity to develop it further.



We are a small, family school with around 880 students on roll. The school is hugely popular; some of our families have even moved to ensure they are in our catchment area, and we have been vastly oversubscribed for the last fourteen years. We have high expectations and behaviour is excellent; there is a real belief in the Team Millfield culture.

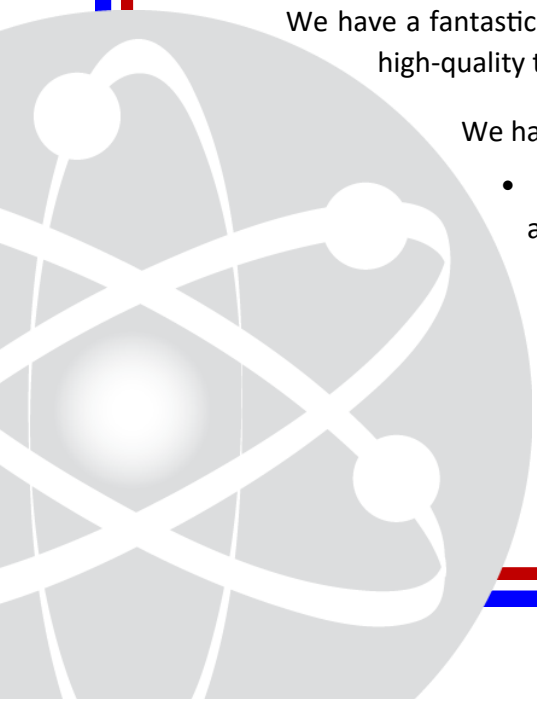
I have worked at Millfield since 2009 and was incredibly proud to have been appointed as Headteacher in September 2018. I have high expectations of students and staff and I am a firm believer in giving every student the opportunity to be the very best that they can be; background should not be a barrier to a child's success.

In July 2022, Ofsted confirmed that we are a very 'good' school and our report shows that we are on the cusp of 'outstanding'. The school has been on a journey of improvement: we introduced a new curriculum model and options process in September 2020 and in 2023 we achieved the best Progress 8 figures the school has ever had. In 2023, we won two awards for being one of the best attended schools in England and we were also accredited with a prestigious Careers Award. We strive to 'Create Bright Futures' for all our students.

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

We have three key priorities:

- Teaching and Learning: To ensure that we provide consistent stretch and challenge in every lesson.
- Teaching and Learning: Providing consistent and effective questioning, feedback and assessment, ensuring all students understand before moving learning on.
- Through our Dynamic Learning Community, embed a coaching model across the school to improve teaching practice, believing we can always reflect and improve.



We can offer you:

- A commitment to staff development in terms of high-quality CPL; supportive line management and appraisal;
- A supportive SLT committed to staff wellbeing and reducing workload;
- The opportunity to make an impact at whole-school level;
- Coaching (not graded) lesson observations and marking policies written by departments (not the school) to improve student outcomes;
- Staff sharing of expertise in frequent, collaborative CPL;
- A timetable which gives you time to have a successful impact in your role;
- Significantly more non-contact time to develop teaching practice and after-school intervention built into directed time;
- Through our insurance scheme, free access to private medical care, such as physiotherapy;
- An Induction Programme;
- A mentor from within your department and dedicated mentor time (for our ECTs);
- Being part of an outward-facing school;
- Recognition and retention of excellent staff through internal promotion;
- A friendly and dedicated team of experienced and supportive teachers, teaching assistants, clerical staff and pastoral staff;
- A team of staff who are committed to ensuring that children are both nurtured and educated;
- Enthusiastic students who 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 'Team Millfield' as we move the school to outstanding.

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 Governing Body

Dear Colleague,

I would like to thank you on behalf of the Governing Body for the interest you have shown in our school and this important 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 Governing Body is seeking to appoint a Teacher of English who can teach high quality lessons and contribute to the continued success of the department and leadership of whole-school literacy. Millfield is at a significant stage in its development as we are on a journey to 'outstanding'.

The school has had fantastic success over the last few years, including being in the top 10% of schools nationally for attendance and in our recent Ofsted inspection in July 2022. The governors have a very simple wish for the school and that is to provide an environment that allows all students to become the very best that they can be. The majority of the governors are recruited from our parents and we all have a keen and vested interest in providing the advice and support to help the school in this desire.

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

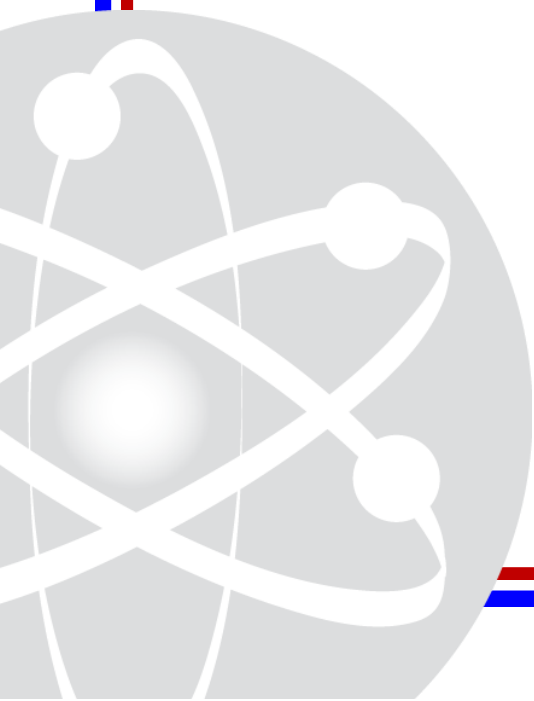


Yours faithfully,

A handwritten signature in black ink, appearing to read 'David Slack'.

Mr David Slack

Chair of Governors



Welcome from the Students

Dear Applicant,

Welcome to 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 Paris, to our wonderful clubs, such as dance, Latin, 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 college 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

"In 2018, I began my teacher training through a school's direct course and I was lucky enough to complete half of my training year at Millfield. Half way through my training year when I saw a post advertised, I applied without a second thought because I wanted to work with like-minded people to drive education forward.

After a year of working as a teacher of Performing Arts, I was appointed as Head of Dance. Working at Millfield has enabled me to work in an environment where students are given the opportunity to thrive emotionally, socially and academically. There is nothing more rewarding than witnessing and supporting students in their development.

I am now in my third year of employment with Millfield; they have been extremely supportive and have offered me an abundance of opportunities to continue my professional development. I have felt like a valued member of 'Team Millfield' since day one. I know that Millfield will support me for the remainder of my career. I know they will continue to push me to be the best teacher I can be."

Alice Kilmartin, Head of Dance



"In 2015, I gained the position of Senior Science Technician at Team Millfield. During my first 12 months I had the opportunity to work with a committed and supportive science department, as well as the wider school. I was provided with an opportunity to gain teaching experience in the following years, with the view to undertaking the Assessment Only route into teaching. Over the years, I was given guidance, advice and training in all aspects of teaching and learning, allowing me to successfully complete the course and gain QTS.

Through the support I have received from the fantastic team at Millfield and continued CPL opportunities, I was fortunate to be appointed for the position of Head of Transition & Aspirations. I have seen my professional development progress considerably over the years and look forward to seeing what the future holds for my career at Millfield."

David Booth, Second in Science



"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, 11 years later, I'm the Assistant Head teacher in charge of English and whole school Teaching & Learning (Assessment).

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, where possible, to help and support you along your chosen 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 (Early Career Teacher) at Millfield, I have a dedicated mentor as part of my induction programme who offers me one to one support. I also benefit from a reduced timetable and access to regular CPD 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

Job Description

Teacher of English/Lead Teacher of Literacy (available for right candidate)

Purpose of the Post:

You will be a highly-talented and committed teacher who shares Millfield's vision and values to help us ensure that the school continues our journey to 'outstanding'.

You will strive to be an outstanding classroom practitioner, who plans and teaches well-sequenced and scaffolded lessons to a high standard.

You will be a reflective and adaptable teacher who can maintain good discipline within the classroom.

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 build and maintain excellent relationships with your form tutees and their parents or carers.

You will be accountable for the safeguarding and welfare of students.

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.

The English Department:

The English department consists of six full time teachers and an English HLTA. We are a department that prides itself on being dynamic, innovative and collaborative. We continually look to develop and improve our Teaching and Learning by engaging in evidence based research to improve the outcomes for our students as well as our own professional development. We are staunch advocates of quality-first teaching.

We also pride ourselves 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'.

At Key Stage 3, our students receive seven hours of English teaching per fortnight (with one hour dedicated to reading); at Key Stage 4 our students receive nine hours of teaching and we have just started 'core forms' in the mornings. All of our classrooms are fitted with high quality visualisers to support live modelling.

GCSE Results:

GCSE	2018 (Grade 9 to 4)		2019 (Grade 9 to 4)		2022 (Grade 9 to 4)		2023 (Grade 9 to 4)	
	School %	National Average %	School %	National Average %	School %	National Average %	School %	National Average %
English Literature	67	74	70	74	71	77	72	74
English Language	80	62	73	62	75	70	71	64
Best	84		81		78		78	

Job Description

Lead Teacher of Literacy (Available)

To coordinate, and lead on, whole-school professional development on improving students' tier 2 and 3 vocabulary, reading and literacy skills.

To introduce and monitor whole-school initiatives to promote reading, including the coordination of the weekly department academic reading weeks.

To raise the profile of World Book Day and World Poetry Day across the school and throughout the local community.

To coordinate termly reading tests and analyse reading age data to inform intervention.

To devise and monitor a whole school approach to ensure students' literacy is accurate.

To devise a literacy referral system to ensure literacy concerns are addressed.

To support the HoD in the development and annual review of the whole-school Literacy policy.

To collaborate with the T&L Lead to identify Literacy training needs for staff and put in place appropriate support.

To lead of the quality of assurance of marking for literacy across the school, ensuring that it helps students make progress, and put in place support as required.

To build on links with local schools to share best practice and engage in networking.

To organise reading initiatives with local feeder primary schools.

To be responsible for high quality literacy displays in classrooms across the school.

To work with the HoD and 2nd in English to ensure that and literacy is firmly embedded in whole-school Teaching & Learning, including delivering CPL to staff.

To set up a book club.

To lead on initiatives to encourage all students to 'Read for Pleasure'.

To organise an annual English trip.

To lead on 'Taking English Beyond the Classroom'.

To lead on using technology in English to improve outcomes. For example, Reading Sparx, Educake, Seneca learning and AI.

To produce reports to the Headteacher and Governors on the impact of whole-school literacy.

To lead the department in the absence of the Head of Department & the Second in Department.

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 the line manager to undertake work of a similar level that is not specified in this job description. Due to the dynamic nature of this post, this job description may be reviewed and amended at any time following discussion between the line manager and postholder.

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 be given on appointment)	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 data to raise standards of learning and teaching.	E	L
Preparation of high-quality lessons, resources, assessments and inspiring lessons.	E	I R
Have a good 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
Promote effective revision techniques.	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 good attendance.	E	L
Efficient use of ICT to support learning and ways of working.	E	I
Have a knowledge of PSHE.	D	L
Have good literacy skills.	E	L
Knowledge of strategies and the principles of inclusion.	E	L I
The ability to maintain good discipline and create a safe and happy learning environment.	E	I R
Encourage SMSC and careers in all lessons.	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.	E	I
The ability to work constructively and collaboratively within a team.	E	L R
Effective organisational skills, including: Good communication skills (verbal and written).	E	L I
Good 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 work to 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 pupils		
Establish a safe and stimulating environment for pupils, rooted in mutual respect.	E	I
Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.	E	I
Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.	E	I R
Promote good progress and outcomes by pupils		
Be accountable for pupils' attainment, progress and outcomes.	E	L I
Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these.	E	L I
Guide pupils to reflect on the progress they have made and their emerging needs.	E	I
Demonstrate knowledge and understanding of how pupils 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 pupils' 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 pupils 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 pupils		
Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.	E	I
Have a secure understanding of how a range of factors can inhibit pupils' 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 pupils' 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 pupils' 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 pupils' needs in order to involve and motivate them .	E	L I
Maintain good relationships with pupils, 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 pupils' achievements and wellbeing.	E	R
PART TWO: PERSONAL AND PROFESSIONAL CONDUCT		
<p>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.</p> <ul style="list-style-type: none"> • Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by: <ul style="list-style-type: none"> ◇ treating pupils 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 pupils' 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 pupils' 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. 	<p>E</p> <p>E</p> <p>E</p>	<p>L I</p> <p>L I</p> <p>L I</p>
Upper Pay Range Standards (if applicable)		
Have extensive knowledge of how to use a range of teaching, learning and behaviour strategies, including how to personalise learning.	E	L
Have extensive knowledge of the assessment requirements and arrangements for curriculum areas.	E	I
Be flexible, creative and adept at designing learning sequences within lessons, which integrate recent developments.	E	L I
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
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 new school website where you will find our latest prospectus and examination results.

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.

Closing date for applications: 20th May 2024, 9am

Interview: 23rd May 2024

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 2023, 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.

English Department Structure



Headteacher

Assistant Headteacher:
English

Second in English

Lead Teacher of Literacy



Ofsted:

"Staff morale is high."

"Students are well prepared for the next stage of their education."

"Relationships between staff and students are positive."

"Teachers use questioning effectively to target pupils of different abilities and to probe and deepen students' understanding."

"You provide a strong vision and have developed a sense of teamwork among staff and students."

"My children are supported in their learning and are encouraged to reach their full potential."

"The curriculum is well-matched to the aspirations and interests of students, and they are increasingly successful as a result."

"Your ongoing focus on raising aspirations has ensured that students' outcomes have continued to improve."

"Students say that they feel safe and well looked after in school."

"Students are polite, courteous and welcoming."

"Students behave well in lessons, at breaktimes and around the school."

"Students enjoy coming to school."



MILLFIELD SCIENCE & PERFORMING ARTS COLLEGE

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