



## Application Pack

Lead Practitioner of English (ELT)

Lead Practitioner Range: L4 to L9

(salary negotiable for exceptional candidate)

Start Date: 1st September 2022

“Be Exceptional!”



**NCS CHAMPION SCHOOL**  
2017/18

# Welcome from the Headteacher

Thank you for your interest in the position of Lead Practitioner of English (ELT) at Team Millfield. This is an exciting opportunity to join a dynamic team of teachers who are focused on providing the best outcomes for our students. The Governors and I are looking for an enthusiastic leader 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'. We are looking to recruit an outstanding practitioner, who will join an ELT of LPs, who contribute to improving whole-school teaching practice.



We are a small, family school with around 870 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 eleven years. Behaviour at Millfield is excellent and there is a real belief in the Team Millfield ethos.

The school is proud to have won the Secondary School National Pupil Premium award in 2014 and in 2015 the Chief of Ofsted chose to visit us, the only secondary school in the North West, and said our students were 'delightful'. In May 2017 Ofsted confirmed that we continue to be a 'good' school and leadership at Millfield remains 'outstanding'. Our Progress 8 results in 2017 were the best on the Fylde Coast. We introduced a new curriculum model in September 2020 and a new options process and we look to continue to 'Create Bright Futures' for all our students.

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.

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, particularly for the disadvantaged and the most able.
- Teaching and Learning: Providing consistent and effective questioning and assessment.
- To become a Dynamic Learning Community, embedding a coaching model across the school.

We can offer you:

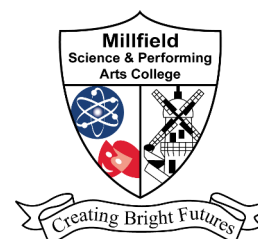
- A commitment to staff development in terms of high-quality CPL; supportive line management and appraisal;
- A supportive SLT committed to staff wellbeing and reducing workload;
- The next step in leadership—joining an outstanding team of LPs, and having an impact on whole school T&L;
- Coaching (not graded) lesson observations, coaching (not graded) book looks to help improve student outcomes;
- Staff sharing of expertise, such as in the weekly 'I'm Proud to Steal Your Idea' session and frequent, collaborative CPL;
- An Induction Programme;
- Being part of an outward-facing school;
- Recognition and retention of excellent staff;
- 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 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.

Mrs Nicola Regan



Headteacher





# Welcome from the Governing Body

Dear Applicant/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 key post that you have applied for. We believe that this is an exciting opportunity and that the successful applicant will be joining a happy, successful and welcoming school.

The Governing Body is seeking to appoint a Lead Practitioner who can build on current good practice but will also bring a fresh perspective to the T&L ELT team.

The school has had fantastic success over the last few years, having won the National Pupil Premium Award and having been the most improved school in Lancashire, as well as having achieved the best results on the Fylde Coast. 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 hope you will apply for the post and would like to wish you every success with your application and interview, and we look forward to working with you over the coming years.

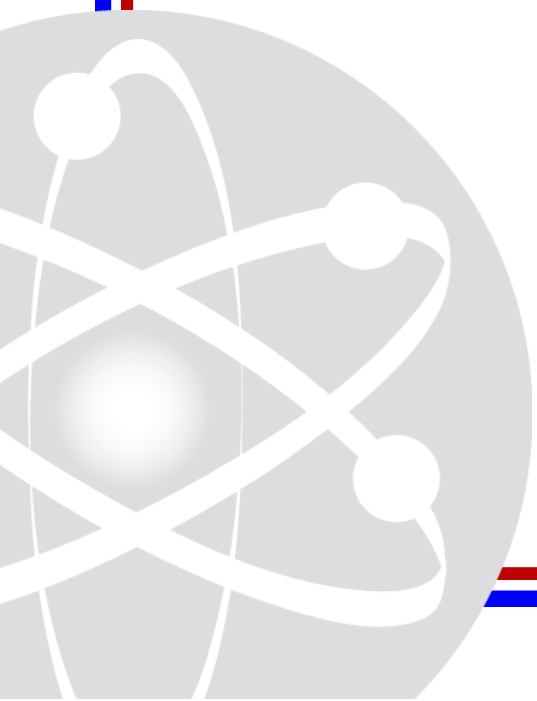


Yours faithfully,

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, as are our teachers. 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 mature young adults in Year 11, ready for the world.

During our time at Millfield Science and Performing Arts College, 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 after-school clubs, such as dance, trampolining, chess, astronomy, Mandarin 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, fun 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 in the corridor. We hope that you will be joining us here at Millfield and become part of our wonderful team.

Yours faithfully,

The Senior Student Team



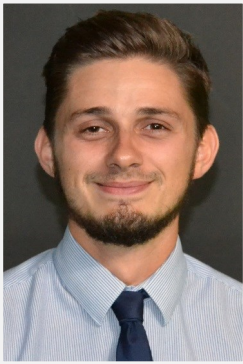
# Staff Testimonials

"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 and recently, second in science. 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 & Head of Transition & Aspirations

"This is my seventh year at Team Millfield; in this time I have gone from strength to strength in my teaching practice; I've been promoted twice and I've always felt part of the team. I started as an NQT and I have learnt a tremendous amount about building relationships and how to deliver effective and engaging lessons. This is all due to an extremely supportive and collaborative department and an encouraging and helpful SLT. The students at Millfield are fantastic. They're polite, well behaved, inquisitive and confident individuals who understand that lesson time is a time to learn, to be challenged and to progress. One of the most amazing aspects about working at Millfield is the incredible team we have! Everyone is so friendly and supportive, and this is always commented on by visitors to our school. Everyone listens and helps each other; there's a spirit of sharing and looking out for each other. Ultimately, if you would like to work at a school where you are supported to be the best teacher you can be, have excellent CPL opportunities and teach fantastic students, Millfield is the school for you."

Sarah Holden, Lead Practitioner of English



# 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 English & Teaching & Learning (Assessment)

"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 pupils 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

# Lead Practitioner English (ELT)

### Purpose of the Post:

The main duty of the post holder is to lead in the development and implementation of innovative strategies for outstanding teaching and learning across the English department and, as part of the T&L team, the whole school. The post holder will be an outstanding practitioner, with a proven track record of fantastic teaching and results over at least a two year period. The post holder will coach and mentor other colleagues in all aspects of teaching and learning; they may be deployed to other departments, following Quality Assurance. The post holder will be accountable for an element of whole-school continual improvement of T&L, attend SLT meetings and contribute to the strategic direction of the school, in the SEF and SIP. This role will provide a platform for further career promotion, with particular emphasis on whole-school teaching and learning and raising the level of whole school student achievement.

### Principal Accountabilities:

Modelling outstanding teaching and learning as we embrace our vision to become a Dynamic Learning Community;

Monitor specific cohorts of pupils (DA/Boys) and coordinate impactful intervention (within the classroom and after school), in conjunction with the Heads of English;

To work effectively as a member of the department in which they work in, and those they are deployed to, to improve the quality of teaching and learning;

To support subject leaders by ensuring that the department has long term plans in place that provide differentiation, challenge and pace;

In conjunction with the T&L team, prepare and implement action plans/coaching to improve the quality of teaching ;

To work closely with the T&L team in developing, implementing and evaluating policies and practices that lead to whole-school improvement

To fully support with the coordination of the T&L CPL sessions;

To undertake research into best practice at other schools, locally and nationally;

To research and evaluate innovative curricular practices and draw on research outcomes and other sources of external evidence to inform own practice and that of colleagues;

To contribute to the induction, support and CPL of ECTs and trainee teachers;

To support under-performing teachers and help them to improve their practice with Teacher Improvement Programmes;

To undertake regular learning walks and provide timely feedback to staff;

With the T&L team, monitor and evaluate all aspects of teaching and learning quality assurance including pit stops, book checks, work scrutiny, pupil voice and provide written/verbal reports to SLT;

Regularly observe lessons, in order to coach and engage in a professional dialogue with specific colleagues which provides supportive, constructive feedback;

Demonstrate a commitment to extracurricular learning and enrichment activities, for example by coordinating primary liaison with the Head of English;

Line management of a department, aiding their strategic vision and promoting student outcomes;

Any other reasonable duty as directed by the Headteacher.



# 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	E	I
Professional Experience and Knowledge	Essential/ Desirable	Evidenced (Letter, Interview, Reference)
An outstanding, reflective practitioner with high-quality teaching skills and high expectations for students' learning and attainment, evidenced through outstanding GCSE results.	E	L I R
Understands and implements pedagogical research, such as Rosenshine's Principles, into own teaching practice and is able to coach others in developing their teaching practice.	E	I
Development of an outstanding curriculum based on assessment for learning, resulting in significant impact on student outcomes.	E	L I
Raising standards of achievement by supporting and developing the teaching practice of others.	E	L I
Proven strategies to raise achievement and achieve excellence.	E	L I
Evidence of using data to raise standards of learning and teaching.	E	L I
Evidence of implementation of curriculum initiatives which have had significant impact.	E	L I
Monitoring key cohorts and implementing strategies to improve outcomes, including an effective intervention programme.	E	L I
Collaborative, flexible leadership and the moral purpose of leading a team by example.	E	L I
Leading on collaborative planning, so that the school's standards of teaching and learning are highly consistent and effective.	E	L I
Clear and effective line management or coaching of staff.	D	L I
Be able to model effective behaviour management.	E	I R
Promote effective revision techniques.		
Experience of leading CPD, coaching and mentoring of staff.	E	L I
Evidence of highly developed skills in appraisal, recognising high performance, tackling under-performance and supporting CPD of teachers.	E	I
A commitment to and evidence of promoting diversity and equal opportunities within the school, curriculum and employment practice.	E	I
Chairing meetings so they are focused and strategic.	D	I
The ability to motivate staff, hold them to account and strategically delegate.	E	I

<b>Personal Qualities</b>	<b>Essential/ Desirable</b>	<b>Evidenced (Letter, Inter- view, Reference)</b>
The ability to inspire and motivate all students and colleagues.	E	L I R
The ability to promote a love of your subject.	E	I
The desire and capability to be an outstanding leader.	E	L I R
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

<b>Leadership Standards (From the National Standards of Excellence)</b>	<b>Essential/ Desirable</b>	<b>Evidenced (Letter, Interview, Reference)</b>
<b>1. School Culture</b>		
Establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community.	D	I
Create a culture where pupils experience a positive and enriching school life.	E	L I
Uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life.	E	L I
Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment.	E	L I
Ensure a culture of high staff professionalism.	E	I
<b>2. Teaching</b>		
Establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn.	E	L I
Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.	E	L I
Ensure effective use is made of formative assessment.	E	I
<b>3. Curriculum and assessment</b>		
Ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.	E	I
Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities.	E	I
Ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading.	D	L
Ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum.	E	L I

<b>Leadership Standards (From the National Standards of Excellence)</b>	<b>Essential/ Desirable</b>	<b>Evidenced (Letter, Interview, Reference)</b>
<b>4. Behaviour</b>		
Establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils.	E	I
Ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy.	E	L
Implement consistent, fair and respectful approaches to managing behaviour.	E	L
Ensure that adults within the school model and teach the behaviour of a good citizen.	E	I
<b>5. Additional and special educational needs and disabilities</b>		
Ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities.	E	I
Establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively.	E	I
Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate.	E	I
Ensure the school fulfils its statutory duties with regard to the SEND code of practice.	D	I
<b>6. Professional development</b>		
Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs.	E	L
Prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development.	E	L
Ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning.	D	I
<b>7. Organisational management</b>		
Ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care.	E	I
Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds.	E	L
Ensure staff are deployed and managed well with due attention paid to workload.	D	I
Establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently.	E	I
Ensure rigorous approaches to identifying, managing and mitigating risk.	D	I



Leadership Standards (From the National Standards of Excellence)	Essential/ Desirable	Evidenced (Letter, Interview, Reference)
<b>8. Continuous school improvement</b>		
Make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement.	D	I
Develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context.	D	I
Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time.	D	I
<b>9. Working in partnership</b>		
Forge constructive relationships beyond the school, working in partnership with parents, carers and the local community.	E	I
Commit their school to work successfully with other schools and organisations in a climate of mutual challenge and support.	D	I
Establish and maintain working relationships with fellow professionals and colleagues across other public services to improve educational outcomes for all pupils.	D	I
<b>10. Governance and accountability</b>		
Understand and welcome the role of effective governance, upholding their obligation to give account and accept responsibility.	D	I
Establish and sustain professional working relationship with those responsible for governance.	D	I
Ensure that staff know and understand their professional responsibilities and are held to account.	E	I L
Ensure the school effectively and efficiently operates within the required regulatory frameworks and meets all statutory duties.	D	L



# 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](mailto: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: 23rd May, 9am**

**Interview: 26th May**

## **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.

## **GDPR and Data Protection**

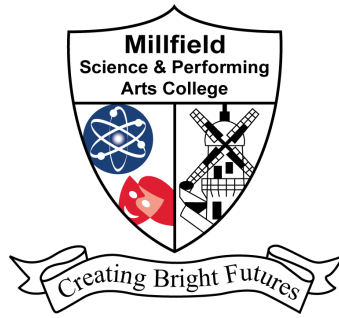
The post holder is expected to comply with the provisions of the Data Protection Act (GDPR) 2018.

## **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.



## Structure

Headteacher

Deputy Headteacher

ELT of Lead Practitioners:  
English, Humanities and Technology

HoDs/Seconds and Teachers









# OFSTED 2017:

*"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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