



BROUGHTON
HIGH SCHOOL
Achieving Together

APPLICATION PACK

FOR

TEACHER OF ENGLISH KS3/KS4

MPR/UPR

FULL TIME

FIXED TERM, MATERNITY COVER POST

2026



November 2025

Dear Applicant,

TEACHER OF ENGLISH (MPR/UPR - *Pay range will be discussed at interview*)

Full Time, Fixed Term Post to cover Maternity Leave

Start date: Monday 22nd February or Monday 13th April 2026 (if notice needs to be given)

We are seeking to appoint a well-qualified, enthusiastic English teacher, capable of teaching throughout key stages three and four. The successful candidate will join a friendly and committed team, who work collaboratively within a highly effective, supportive Department, in the best interests of all children.

Broughton High School is a wonderful place to come to work. Our motto 'Achieving Together' is really important to us and encompasses every member of our school community. We all work hard every day to provide the best learning and teaching environment for our pupils and each other. We have a highly experienced staff, supportive parents and marvellous, well-behaved children who are a delight to teach. Many staff come to Broughton and stay for many, many years because of the 'family atmosphere' and because they genuinely like working here. Standards are exceptionally high. Details regarding results can be found on our school website, along with a significant amount of information about the English curriculum.

Measure	National	Broughton High School
Average GCSE grade	4.6	5.9
Grade 4+ English and Maths	65%	89%
Grade 5+ English and Maths	45%	75%

Our recent Ofsted Inspection graded us as 'Outstanding' in all areas. We were especially pleased with the comments made by inspectors about what it is like to attend Broughton High. Inspectors said:

- Pupils at this school are provided with an exceptional education.
- Pupils told inspectors that they love coming to Broughton High School. They described it as being part of a happy and safe family.
- Pupils are kind and care about others. They know about and value each other's differences.
- Pupils make friends easily here. Staff resolve any bullying incidents quickly and effectively.
- Clear and high ambitions are set for pupils, grounded in the school's motto 'Achieving Together.' These ambitions are fully realised.
- Pupils thrive academically, socially and emotionally.
- All pupils, including those who are disadvantaged, and pupils with special educational needs and/or disabilities (SEND), achieve extremely well.
- Pupils enjoy each other's company at social times. They smile and laugh a lot.
- Pupils are fully focused on learning in class. Their behaviour is exemplary.
- Pupils, including those who are disadvantaged, benefit immensely from the vast extent and high quality of the extra-curricular experiences that leaders provide for them. There is something for everyone to join in and enjoy.

Headteacher: Mr David Botes



Please find enclosed in this application pack:

- Post and person specifications
- Information about the English department
- General information about the school

Applicants should note that the school's child protection policy and practices have recently been reviewed and comply fully with all local and national guidelines.

Please complete and return the enclosed application form, together with a supporting letter of application **by 12 noon on Monday 1st December 2025.**

Interviews for the post will be held w/c 8th December 2025. If you have not heard from the school by that date then you should assume that your application has been unsuccessful.

If you wish to find out more about our school or this position, please contact Mr R Alston (Head of English) alstonr@broughtonhigh.co.uk. Alternatively, you can contact me at botesd@broughtonhigh.co.uk.

Yours faithfully,

A handwritten signature in black ink, appearing to be 'D Botes', written over a horizontal line.

Mr D Botes
Headteacher

TEACHER OF ENGLISH KS3/KS4

POST SPECIFICATION

MPR/UPR (*Pay range will be discussed at interview*)

Full Time, Fixed Term Post to cover Maternity Leave

Start date: Monday 22nd February or Monday 13th April 2026 (if notice needs to be given)

PURPOSES OF THE POST

- To assist in the delivery of all English throughout the curriculum as required
- To promote the educational opportunities and achievements of all pupils through the development of effective teaching and learning
- To work as an effective member of the English Department

MAIN AREAS OF RESPONSIBILITY

Working in accordance with the school's aims and stated policies, procedures and practices:

- To teach English to pupils within the school as required
- To have clear aims and objectives for all lessons and to identify learning needs and to devise ways of meeting these
- To ensure effective lesson preparation and resource development to meet the differing needs of pupils, including those with special educational needs
- To maintain accurate records of attainment and progress of all pupils, together with detailed records of lessons taught and homework set
- To report details of pupils' progress and personal development in oral and written reports as required to parents, HoD and SLT.
- To promote, recognise and celebrate achievements in all English lessons
- To assist in the development in appropriate curricular programmes of study
- To take an active part in appropriate professional development activities, including staff induction, departmental and whole school in-service training and performance management
- To act as a Progress Tutor to a designated group of pupils
- To contribute to the supervisory and disciplinary duties within the overall organisational framework and the school day
- To contribute to the school's management of overall organisational development through staff meetings, departmental meetings, pastoral meetings and working groups

TERMS AND CONDITIONS

The above responsibilities are subject to the general duties and responsibilities contained in the current Teachers' Pay and Conditions Document.

Signed _____ (Postholder) _____ (Date)

Signed _____ (Headteacher) _____ (Date)



TEACHER OF ENGLISH KS3/KS4

PERSON SPECIFICATION

MPR/UPR (*Pay range will be discussed at interview*)

Full Time, Fixed Term Post to cover Maternity Leave

Start date: Monday 22nd February or Monday 13th April 2026 (if notice needs to be given)

We are seeking to appoint a suitably qualified teacher who can teach English at Key Stages 3 and 4.

ESSENTIAL CRITERIA

- A relevant degree in English
- Qualified Teacher status
- Sound understanding of English and its place in the National Curriculum
- Passion for teaching and a genuine interest in helping all pupils make progress with their learning
- Ability to use ICT as a tool for improving the quality of teaching and learning
- Ability to work co-operatively as part of a team
- Willing to be involved in the wider aspects of the department and the school
- Energy, enthusiasm and commitment to working with young people
- Prepared to make lessons / learning engaging, challenging and enjoyable for all pupils

JOB DESCRIPTION

POST: FORM TUTOR

RESPONSIBLE TO: HEADTEACHER, HEAD OF YEAR GROUP



Rationale

The Form Tutor at Broughton High School is the key figure in a pupil's development. They are the first point of contact for pupils and their parents. As such the Form Tutor has an important role in the management of the personal, social and academic progress of each pupil within that Tutor Group. The Form Tutor has the responsibility of working with the Head of Year, relevant Pastoral Manager and Subject Teachers to ensure that each pupil feels secure and has a sense of pride, a positive attitude and the motivation to achieve all their goals. The following identifies the duties and responsibilities which enable the Form Tutor to fulfil this crucial role. The Form Tutor is crucial in the pursuit of all issues linked to progress.

It is important to remember that all aspects of this role should be underpinned by the principles on which the 'Every Child Matters' agenda and 'The Healthy Schools Programme' are built.

1. Management of Pupil Learning

- To have an overview of each pupil's performance across the curriculum.
- To monitor and mentor pupils within the framework of the School system of target setting, including attendance.
- To identify strengths and areas of difficulty or underachievement in learning.
- To liaise with the appropriate staff so that the necessary action can be taken.
- To manage and mentor a pupil's learning and support pupils in achieving targets and, if possible, achieving beyond.
- To respond to pupils who experience problems in their learning and to liaise with appropriate staff.
- To check and sign School Planners each week.
- To be responsible for the delivery of pastoral support and care as required.
- To prepare pupils in tutor time for their part in reviews.
- To provide an informed overview of performance for parents when requested to do so, but particularly in the context of School Reports and Parents' Evenings.
- To follow up, where appropriate, comments that parents may make on School Report reply slips.

2. Provision of Care and Support

- To be available to all pupils in the Tutor Group for support and guidance.
- To liaise with appropriate staff to provide support for pupils with specific problems.
- To contribute to the induction and support of pupils who are new to the Tutor Groups.
- To oversee the contribution made by the Tutor Group to School Assembly and the daily Tutor time for reflection.
- To supervise the Tutor Group during School Assembly.
- To record, monitor, reward and celebrate pupils' achievements within the framework of the School system of Rewards in order to encourage positive motivation.
- To be aware of and support pupils in the Tutor Group with Behaviour Management Plans.
- To manage and support Pupil Council issues as appropriate.

3. Management of Pupil behaviour

- To encourage high standards of manners and good behaviour at all times.
- To ensure that pupils know and understand the terms of the Home School Agreement.
- To encourage positive attitudes on the part of all pupils towards each other.
- To check daily that all pupils comply with the School uniform standards. To take action to reinforce those standards, liaising with parents as and when necessary. To refer persistent offenders to the relevant Pastoral Support Mentor with any notes of action taken and responses.

4. Maintaining Links between Home and School

- To be accessible, at appropriate times, either in person or on the telephone, to parents who have concerns about the progress or well being of their children.
- To monitor the Pupil Planner for communication between home and School in order to respond promptly to messages from parents.
- To liaise promptly with the Pastoral Support Mentor/Attendance Office(r) in response to messages concerning absenteeism.

5. Other duties and responsibilities

- To carry out the legal responsibility of marking the Register each morning and following the necessary procedures required by the DCFS.
- To ensure that absences are followed up through the school's Attendance Office(r).
- To inform the Pastoral Manager on a weekly basis about pupils with unauthorized absence or poor attendance records.
- To distribute Reports or other documentation which may be specific to particular Year groups.
- To ensure that all necessary Home School Communication is completed by pupils and forwarded to Admin staff for filing, including Data Sheets and Home School Agreements.
- To attend and contribute to Year Team Meetings.
- To carry out such other duties as may be necessary to ensure the smooth running of the School.
- To use 'Lesson Monitor' to record attendance, lateness, rewards and any consequences
- **To be committed to the safeguarding and protecting the welfare of young people.**

The above represents a broad outline of the specific duties and responsibilities currently attached to the role of Form Tutor. Depending on the needs of the school, these may be altered from time to time in consultation with the Headteacher.

English Department

The English department aims to create a climate that inspires a genuine love of reading, communication and the written word. We are committed to developing the confidence and competency of every pupil in their use of spoken and written English. Our curriculum exposes pupils to a broad range of styles, genres and forms, with a strong emphasis on reading as the foundation of success.

Teachers work collaboratively towards a shared vision. We draw on a wide range of evidence-informed approaches, and colleagues are encouraged to bring their own ideas, teaching styles and resources, sharing best practice openly.



Academic rigour and high expectations underpin all that we do. We place particular importance on ensuring strong progress in speaking and listening, reading and writing, and we are ambitious for every child we teach. Our current staffing is:

Mr Ryan Alston	Head of English Department
Ms Emma Wright	Assistant Head of English Department
Mrs Katie Armstrong	Lead Practitioner English Department
Mrs Helen Lees	Specialist Teacher of English
Mrs Helen Hardman	SENDCo/Assistant Headteacher/Specialist Teacher of English & RE
Mr Jordan Webster	Assistant Headteacher/Specialist Teacher of English
Mrs Jane Smethurst	Specialist Teacher of English/Head of Year 10
Mrs Lucy Gornall	Specialist Teacher of English
Mrs Liz Wallace	Specialist Teacher of English/Head of CPSHE/Head of Year 7

We are a friendly, supportive and welcoming department, and we value the contribution that new colleagues bring to our team.

We recognise the central role that literacy plays in developing the whole child. Private reading, vocabulary development and opportunities for discussion and debate are woven into our lessons and wider provision. We offer a range of extra-curricular activities, including creative writing, poetry and debating, and we are eager to expand these further in the near future.

Standards and Progress in English at Broughton are significantly above national averages. High outcomes are the result of consistent approaches to teaching and learning, effective monitoring and tracking, and a great deal of hard work. The English Department is a strong, cohesive team who support one another particularly well. Collaboration within the department and across the school is an established part of life at Broughton, and the sharing of good practice is one of our key strengths.

We are immensely proud of our track record of success in English. Progress is exceptionally strong because of our sustained focus on improving and developing teaching and learning. Very high expectations prevail, and teachers respond proactively at the earliest signs of underachievement.

GCSE ENGLISH LANGUAGE RESULTS			
		Broughton	National
% G7+	2024	36%	16%
% G7+	2023	29%	16%
% G7+	2022	38%	21%
% G7+	2021	36% (CAG)	N/A
% G7+	2020	36% (CAG)	N/A
% G7+	2019	36%	14%
% G4+	2024	86%	62%
% G4+	2023	86%	64%
% G4+	2022	96%	70%
% G4+	2021	92% (CAG)	N/A
% G4+	2020	90% (CAG)	N/A
% G4+	2019	88%	62%

GCSE ENGLISH LITERATURE RESULTS			
		Broughton	National
% G7+	2024	35%	20%
% G7+	2023	34%	20%
% G7+	2022	37%	23%
% G7+	2021	36% (CAG)	N/A
% G7+	2020	32% (CAG)	N/A
% G7+	2019	31%	20%
% G4+	2024	90%	74%
% G4+	2023	89%	73%
% G4+	2022	94%	80%
% G4+	2021	93% (CAG)	N/A
% G4+	2020	93% (CAG)	N/A
% G4+	2019	91%	73%

Facilities

English is taught by English specialists in seven, designated English classrooms. Each classroom is well equipped with a computer and an interactive white board. The department also has a suite of iPads and laptops that are available for use with classes. A broad range of interactive learning software is also used by the department. The provision of suitable resources is not a barrier to continued success.

English at Key Stage 3 (Years 7, 8 & 9)

Pupils are taught in mixed ability groups from their arrival in Year 7. Their initial grouping is based upon a combination of primary teachers' assessment of their ability in English and their English SATs results. However, throughout each academic year, pupil progress is monitored closely; group changes are made as and when deemed necessary.

Throughout Key Stage 3, pupils follow the same course of study, which is centred on the National Curriculum and the Literacy Strategy objectives. However, the class objectives are then adapted to suit specific ability levels.

Lesson allocations: Pupils in Years 7, 8 and 9 are taught for three one-hour lessons per week.



English Language and Literature at Key Stage 4

All pupils are entered for both GCSE English Language and GCSE English Literature.

All pupils are studying the AQA syllabus for both GCSEs.

Teaching groups are mixed ability.

Lesson allocations: Pupils in Year 10 and Year 11 are taught for four one-hour lessons per week.



In September 2022, Broughton was judged "Outstanding in all areas" under the new Ofsted framework, and it remains an excellent environment in which to work, learn and teach. The English Department is proud of its contribution to this whole-school success, and we look forward to appointing an enthusiastic and innovative colleague who will contribute fully to both the department and the wider school community.

This is a wonderful opportunity for the right candidate. You are welcome to arrange an informal visit to the school and meet the department prior to applying, although there is no obligation to do so. If you have any questions or would like to discuss the post further, please feel free to contact:

Ryan Alston (Head of English)

alstonr@broughtonhigh.co.uk

David Botes (Headteacher)

botesd@broughtonhigh.co.uk



GENERAL INFORMATION

Broughton High School is an 11-16 mixed community high school which caters for pupils of all abilities and backgrounds. The school is situated in a very pleasant location on the northern outskirts of Preston and serves an extensive rural and suburban area. It serves the residential districts to the north of Preston including Fulwood, Ingol, Broughton and Barton, and the rural areas around Woodplumpton, Catforth, Goosnargh and Lea.

At the last Ofsted inspection in September 2022, Broughton was judged to be an **outstanding school** in every respect:

The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall Effectiveness	Outstanding

There are currently 934 pupils on roll (6 form entry – standard number 180) with 54 teaching and 45 support staff, including 8 learning support assistants. Since opening in 1975, the school has established an excellent reputation within the area and is heavily over-subscribed each year.

Over the years we have invested in all our facilities. All teaching areas are equipped with interactive whiteboards and teachers/pupils have access to a wide range of IT devices. Significant investment has been made to improve classrooms and each department is refurbished as part of a rolling programme to ensure that the very best possible resources are available to provide the best possible learning environment. We are determined to ensure that our staff and pupils have access to first class resources, enabling the best possible teaching and learning to take place.

Our reputation is built upon the traditions of high academic standards, within a caring and supportive environment, in which we place great emphasis on standards of dress, behaviour, attendance and punctuality. We have high standards and expectations and, through a culture of self-evaluation and improvement, we aim to continue to raise our standards and to improve the quality of education for all our pupils.

Broughton undertakes a leading role in the Preston Primary and Secondary Alliance. As such we have been heavily involved in Initial Teacher Training, CPD and School to School support, placing emphasis on collaboration and working cooperatively with all the other 40+ primary, secondary and special schools in the Alliance.

The school recognises and values the work of all its teaching and support staff and sets out to provide a supportive programme of appropriate professional development. This is central to promoting pupils' effective learning experiences, generating self-esteem and enhancing job satisfaction.

The school has built up a strong academic tradition and enjoys an excellent reputation within the community and with local 16+ educational establishments. The percentage of pupils gaining 5 or more Grade 9 - Grade 4 GCSE passes has consistently been higher than both the county and national averages. In 2025, 91.2% of pupils achieved a Grade 4 or higher in English and 90.7% of pupils achieved a Grade 4 or higher in Maths. 42.3% of pupils achieved Grades 9-7 in English and 44% of pupils achieved Grades 9-7 in Maths. 85% of pupils achieved five GCSE passes including English and Maths. 42% of all grades achieved, across all subjects, were Grades 9-7.

The school offers a broad and balanced curriculum for pupils in both key stages. At Key Stage 3, in addition to the statutory requirements of the National Curriculum, the school delivers Drama and Personal, Social, Citizenship & Health Education. On admission to the school, pupils are placed in mixed ability tutor groups based upon information received from primary schools. From September 2020, we moved away from numerical naming of classes e.g. Set 1 to Set 7, to pupils being allocated a more appropriate teaching group. Pupils of 'middle ability' are now mixed much more evenly.

At Key Stage 4 pupils follow examination courses in the compulsory core curriculum of Maths, English (Language and Literature) and Science together with other various option courses. All pupils have the opportunity to fulfil the EBacc criteria and whilst we encourage pupils to pursue EBacc subjects, we do not insist on this.

Pupil support, guidance and welfare are a high priority within the school and as such, the school fully recognises the contribution it can make to protect children. The school's Child Protection policy complies with both local and national guidance and is communicated to teaching and non-teaching staff, governors and outside agencies all of whom have a child protection role. A key figure is the Form Tutor whose responsibility is to know their pupils as fully as possible and to provide appropriate care and support. Heads of Year are responsible for the leadership and co-ordination of the work of Form Tutors.

Life at Broughton is not confined to academic study. Pupils have the opportunity to participate in a wide range of extra-curricular activities. The school has excellent sporting facilities and pupils enjoy a wide range of sporting activities both internally and in regular competition against other schools and colleges. Music and drama activities are popular with pupils of all ages and regular productions are very well supported. Other activities include Young Enterprise, Duke of Edinburgh Award Scheme, fieldwork and exchange visits to other countries.

We encourage community involvement and the school enjoys the active support of the Parents, Teachers and Friends Association who organise a programme of activities for pupils and parents throughout the year as well as providing financial support for numerous school projects.

The school operates a total non-smoking policy (buildings and premises) and our child protection policy and practices are enforced vigorously in order to protect the welfare of our pupils.

I hope that this information gives you a flavour of life at Broughton. We believe that this is a school with its own unique "family" atmosphere and ethos. You are warmly invited to come and visit us and experience it for yourself.

David Botes, Headteacher
November 2025