



Teacher of English

Applicant Brief: January 2025

Monitoring and Review of this Document:

The Trust shall be responsible for reviewing this document from time to time to ensure that it meets legal requirements and reflects best practice.



The Brigshaw Learning Partnership is an exempt charity regulated by the Secretary of State for Education. It is a company limited by guarantee registered in England and Wales, Registered Company Number 10301662, whose registered office is at The Brigshaw Learning Partnership, Brigshaw High School, Allerton Bywater, Castleford WF10 2HR

Providing a cradle to career education that allows our children to enjoy lives of **choice** and **opportunity**



Welcome from Duncan Roberts, Headteacher

Dear Applicant,

Thank you for your interest in the post of **Teacher of English**. It's an exciting time to join us in our mission to help each of our students 'forge their greatness'. We believe that greatness is not just about academic achievement, but about developing the whole person — fostering resilience, respect, equality, and integrity.

We are dedicated to helping each student unlock their potential by focusing on three key areas:

Fostering a sense of community and belonging: We are a school where every student feels valued, respected, and part of a larger, supportive community. With integrity at the heart of everything we do, we encourage students to develop a strong moral compass, preparing them to make positive contributions to society.

Supporting personal and social development: We believe that academic outcomes help students achieve their next steps. However we also know that education is about more than this. By building resilience, we help students develop the confidence and self-belief they need to face challenges, learn from setbacks, and grow as people.

Upholding high expectations and providing opportunities for growth: We believe in each student's potential and set high expectations to inspire them to achieve their best. By offering diverse opportunities for personal growth and helping students achieve great results in qualifications, we prepare them for lives of choice and opportunity.

We believe that providing an exceptional education starts with exceptional people. That's why we are committed to supporting and developing our staff in an environment that prioritises their wellbeing.

All staff benefit from a comprehensive professional development package, which includes:

- 1:1 coaching for personalised growth.
- Regular deliberate practice sessions to refine skills.
- Dedicated time for subject-specific pedagogy.

To support staff wellbeing, we have implemented a variety of initiatives, including:

- A two-week half-term break during the winter term.
- A centralised detention system to reduce administrative burden.
- No requirement for staff to undertake lunch duties.
- A staff wellbeing group to ensure their voices are heard.
- A sensible approach to marking and feedback, focusing on impact rather than workload.
- We also recognise the value of small gestures, such as providing cake, breakfasts, and other treats, to show our appreciation.

I hope this pack gives you a flavour of the Brigshaw Learning Partnership. I very much look forward to meeting you, please do get in touch to arrange a visit or to have an informal conversation about the role.

Duncan Roberts

Headteacher

Brigshaw High School



Job Description

POST TITLE:	Teacher of English
SALARY:	MPS / UPS
ACCOUNTABLE TO:	Subject Leader of English
HOURS OF WORK	Full Time
LOCATION	Brigshaw High School
CLOSING DATE	Sunday 9th February 2025 at 23:59
INTERVIEW DATE	13th & 14th February 2025.

Purpose:

We are seeking to appoint an outstanding and talented Teacher of English to join our successful and growing team from September 2025. This is an exciting opportunity to contribute to a thriving subject area that inspires students to achieve their full potential at Key Stages 3, 4, and 5.

The ideal candidate will be an excellent classroom practitioner, passionate about providing a high-quality education that raises achievement and fosters exceptional progress. You should have a genuine enthusiasm for helping students explore diverse places and understand the complex interactions between human and physical environments. Additionally, you must possess the ability to effectively engage and inspire students across a wide range of needs and abilities. The role will involve teaching across all age and ability ranges.

As a department delivering to all key stages, we place equal importance on subject knowledge and pedagogy. You will join a team that is committed to your professional development, ensuring your growth translates into outstanding outcomes for our students.

Brigshaw High School is dedicated to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Details can be obtained from the school by telephone: 0113 2878900, e-mail: office@brigshaw.com, or downloaded from our website: www.brigshaw.com



Duties and Responsibilities:

To carry out the professional duties of a teacher, as circumstances may require, in accordance with the school's policies, under the direction of the Head Teacher. To work under an agreed system of management to deliver learning and the development of specialist knowledge.

Teaching and Learning

- Deliver high-quality teaching across Key Stages 3, 4, and 5.
- Plan, teach, and assess engaging lessons to ensure all students achieve good progress.
- Personalise learning to overcome individual barriers and challenge all students to excel.
- Implement strategies from the BLP Blueprint to foster high levels of engagement and progress.
- Use a variety of marking and feedback methods to provide constructive, regular feedback that enables student improvement.
- Take full accountability for the progress of students in your allocated classes.
- Lead and collaborate with Teaching Assistants to ensure students with SEN make significant progress.
- Stay informed about current educational practices and take responsibility for your own professional development.
- Assign effective homework in alignment with departmental policies to reinforce learning.

Pupils

- Adhere to policies and procedures related to safeguarding, child protection, health and safety, confidentiality, and data protection, reporting any concerns to the appropriate person.
- Maintain high standards of behaviour and classroom management, contributing to a positive school environment.
- Consistently implement the Brigshaw Behaviour for Learning (BBFL) policy.
- Act as the first point of contact for parents and carers regarding the performance and well-being of students in your classes.
- Accurately assess, record, and report pupils' progress.
- Promote a love of learning and inspire intellectual curiosity.
- Foster a strong commitment to success in all pupils.
- Serve as an effective and supportive form tutor.

Department

- Implement and uphold school and departmental policies, fostering collective responsibility for their success.
- Actively contribute to the extra-curricular life of the department.
- Engage in departmental planning and development initiatives to support continuous improvement.

These duties are neither exclusive, nor exhaustive and the post holder will be required to undertake other duties and responsibilities which the CEO or Trust Board may determine.

This job description may be amended at any time in consultation with the postholder.



English at Brigshaw

The English department at Brigshaw is a friendly, supportive place to work. Collectively, we strive to achieve excellent pedagogy and outcomes. GCSE and A-Level results have been consistently strong. Building on previous strengths, we are aiming to achieve our best ever GCSE results this academic year.

Staffing

The English team currently comprises fourteen teachers. There is a wealth of teaching experience within the team and a resolute, collaborative spirit. Co-planning is an important element of our pedagogical practice so that we have a clearly defined, collective sense of direction. We are keen to ensure purpose, progression and consistency and thus teach the same schemes of learning within each year group.

There is ample scope for colleagues to develop and share areas of pedagogical expertise – for example in oracy, poetry teaching and creative writing. As part of whole-school CPD, reciprocal coaching within the team allows mutually supportive guidance.

Facilities

The English department is based in our spacious Silkstone building. Teachers have their own teaching room, well equipped with resources, a visualiser and an interactive whiteboard. From February, we are upgrading our technology to include smart-screens in every classroom.

Curriculum

At Key Stage 3, we follow the Ark English Mastery Curriculum. This is a fully resourced cumulative curriculum that is comprised of three integral elements: Literary Heritage, Writing Mastery and Reading for Pleasure. In Literary Heritage lessons, students study texts from the British literary canon and develop key knowledge about the social, historical and literary contexts of these texts. An essential element of learning is analytical writing, ensuring that students progressively understand and apply structures that enable clear communication of sophisticated analysis.

During Writing Mastery lessons there is a close focus upon grammar content: word-level and sentence-level knowledge and skills related to whole-text understanding. Additionally, students develop their abilities to choose vocabulary and structure their writing according to genre, audience and purpose.

In Reading for Pleasure lessons, texts are carefully chosen to maximise engagement. A variety of reading strategies are also used within lessons to enhance the pleasure of reading and deepen engagement: guided reading in English lessons, independent reading in designated reading lessons and reading enrichment activities are all used to deepen students' engagement with texts.

At Key Stage 4, the English curriculum is designed to equip students with the knowledge and skills that they will require for their future studies and careers. Learners study AQA English Language and English Literature. In both these subjects we teach our own approach to responding to each examination question – 'The Brigshaw Method'. The English Literature curriculum at Key Stage 4 comprises poetry (*World and Lives*), literary fiction (*A Christmas Carol*) and drama from the age of Shakespeare to the present day (*Macbeth* and *An Inspector Calls*). Through developing knowledge of literary techniques, forms and genres, students explore the ways in which meanings and feelings are expressed in texts. The study of relevant contextual information enhances students' appreciation.



At Key Stage 5 we offer AQA English Literature and AQA English Language as separate disciplines. English Language texts include *Othello*, *Death of a Salesman*, poetry by Keats and Blake and *The Handmaid's Tale*. English Language units include Levels of Language, Language Diversity and Change, Introduction to Language Discourses and Original Writing.



The Brighshaw Learning Partnership - Background

We serve communities in Outer East Leeds and have for over a decade collaborated to ensure all children can enjoy lives of choice and opportunity.

In 2010, the schools formed a Co-operative Trust, committing themselves to working with and for each other, underpinned by co-operative values. In 2016 our schools cemented this collaboration through the formation of the BLP, a Multi-Academy Trust of 7 schools educating over 3000 children in East Leeds.

Our mission is to provide a cradle to career education that allows our children to enjoy lives of choice and opportunity.

We are immensely proud of our reputation for being a highly inclusive Trust. We believe that with the right combination of love, structure and high expectations, all children can achieve, regardless of their socio-economic status, background or any barriers they may face.

We aim to establish great schools that develop knowledge, character and cultural capital to prepare children to play an anchor role in our community.

Our Values

- **Equality:** we are one team with one goal, unapologetically ambitious for all in the belief that every child can achieve, regardless of their background or socio-economic status. We work with each other and for each other.
- **Resilience:** we give 100% effort. We don't make excuses or give up when it's hard, embracing challenges as opportunities for growth. We know success is achieved incrementally.
- **Integrity:** we are open about our successes and areas for growth and take responsibility to become better, every day.
- **Respect:** our actions and words always honour students and families.



Our strategic anchors

All strategic decisions are linked to one of our four strategic anchors:

 <p>Building Belonging</p> <p>As a community anchor, providing calm, orderly schools, underpinned by strong relationships and nurturing partnerships that support children and families.</p>	 <p>Cradle to Career Curriculum</p> <p>A Cradle to Career Curriculum that is coherent, knowledge-rich and builds cultural capital from nursery, through to A level</p>	 <p>Growing Our People</p> <p>High impact professional development, coaching and organisational culture that makes our trust a great place to work and learn</p>	 <p>Effective Operations</p> <p>Allow school leaders to focus on improving the quality of education in their schools</p>
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Our schools

We are one team with one goal, committed to our vision to provide a transformative education from 2-18. We serve 3000 children and young people. Approximately 1600 children aged 3-11 attend our six primary schools, spread across the villages that make up our locality. The majority of our primary pupils attend our secondary phase, Brigshaw High school. This presents a unique opportunity for us to cohere a powerful cradle to career journey for our children and communities. Our schools are:

Allerton Bywater – 433 pupils serving the village of Allerton Bywater

Brigshaw High School – 1400 pupils

Kippax Ash Tree – 341 pupils serving the central part of the village of Kippax

Kippax Greenfield – 164 pupils serving the western side of Kippax

Kippax North – 244 pupils serving the northern side of Kippax

Methley – 427 pupils serving the village of Methley

Swillington – 178 pupils serving Swillington village

Two local church schools are associate members of the BLP, ensuring all children within our community have access to the same offer, whichever school they attend.

All trusts will say they face an ‘exciting’ future, but in the case of the BLP it has never been clearer.

Watch our video by scanning the QR code or clicking the following link <https://brig.link/BrigshawYTWelcome25>





Person Specification

Detailed below are the types of skills, experience and knowledge that are required of applicants applying for the post. The 'Essential Requirements' indicate the minimum requirements, and applicants lacking these attributes will not be considered for the post. The points detailed under 'Desirable Requirements' are additional attributes to enable the applicant to perform the position more effectively or with little or no training. They are not essential, but may be used to distinguish between acceptable candidates.

	Essential Attributes	Desirable Attributes
Qualifications	Qualified Teacher Status	Honours degree
Professional Development	<p>Knowledge of current educational practice and issues</p> <p>Evidence of continuing professional development</p>	Take responsibility for own professional development
Skills	<p>High level of written, oral, and communication skills</p> <p>Ability to communicate effectively orally and in writing to a range of audiences</p> <p>High level of organisational and planning skills</p> <p>An excellent classroom practitioner</p> <p>Ability to work effectively as part of a team, relating well to colleagues, pupils, and parents</p> <p>Ability to demonstrate a commitment to equality of opportunity for all pupils</p> <p>Ability to investigate, solve problems, and make decisions</p> <p>Management of people and resources</p> <p>Ability to use own initiative and motivate others</p> <p>Ability to demonstrate high level ICT skills in personal and educational situations</p> <p>Ability to relate to and empathise with pupils, and to develop trusting and respectful relationships with them</p>	<p>Able to offer expertise in a specific subject or area</p> <p>Commitment to an involvement in extracurricular activities</p> <p>Evidence of sharing in and contributing to the corporate life of the school</p>



	Respect for confidentiality of information concerning individual pupils and ability to use discretion in circumstances of disclosure	
Knowledge and Understanding	<p>Knowledge of the provisions of national strategies, i.e. Literacy, Numeracy and ICT</p> <p>Effective use of ICT to support learning</p> <p>Any statutory curriculum requirements and the requirements for assessment, recording and reporting of pupils' attainment and progress</p> <p>Full working knowledge of relevant policies/codes of practice/legislation</p>	The implications of the Code of Practice for Special Educational Needs for teaching and learning
Disposition and Attitude	<p>Positive and optimistic attitude towards School Improvement and Inclusion</p> <p>Open-minded and receptive to new ideas, approaches, and challenges</p> <p>Place high priority on effective team working and work easily and comfortably in a team environment</p>	<p>Commitment to an involvement in extracurricular activities</p> <p>Evidence of sharing in and contributing to the corporate life of the school</p>
Other Conditions	<p>Registered with TRA</p> <p>School operates a no smoking policy</p> <p>Enhanced DBS check through BLP</p>	

PLEASE NOTE THAT SUCCESSFUL APPLICANTS WILL BE REQUIRED TO COMPLY WITH ALL BRIGSHAW LEARNING PARTNERSHIP POLICIES.

THE SUCCESSFUL APPLICANT WILL BE SUBJECT TO RELEVANT VETTING CHECKS, INCLUDING A SATISFACTORY **ENHANCED** DISCLOSURE BEFORE AN OFFER OF APPOINTMENT IS CONFIRMED. FOLLOWING APPOINTMENT, THE EMPLOYEE WILL BE SUBJECT TO RECHECKING AS REQUIRED FROM TIME TO TIME BY THE BLP.

Issues arising from references will be taken up at interview; all appointments are subject to satisfactory references.



Requirements of the Asylum and Immigration Act 1996

In order to comply with the requirements of the Asylum and Immigration Act and to confirm your eligibility to work in the UK you will be required to produce one or more of a statutory list of documents. A photocopy will be taken of the documentation before your interview and will be destroyed in the event that you are unsuccessful in your application. If you are appointed, the photocopy of the document confirming your identity will be placed on your personal file.

The documents that you may use are listed below:

- United Kingdom passport
- European Economic Area passport
- National Identity Card
- United Kingdom residence permit

OR

An official document with a National Insurance Number

PLUS

One of the following:

- A full birth certificate from the United Kingdom, Channel Islands, Isle of Man or Ireland
- A letter from the Home Office
- An Immigration Status document endorsed by the Home Office

The original document will be returned to you as soon as it has been photocopied.



Application Process and Safeguarding Requirements

Making an Application	Interview and Selection Process
<p>Application form</p> <p>If you wish to be considered for this post, please complete the online application form providing full details of your education and employment history, including any unpaid or voluntary work. Where there are gaps in your employment, please state the reasons why (e.g. gap year, career break, unemployed, etc). The person specification, provided with the details of the post, lists the essential and desirable criteria against which each application will be assessed at each stage of the Recruitment and Selection Process.</p> <p>You will note that we require details of two referees, one of which must be your current or most recent employer.</p> <p>CVs are not accepted as part of the application process.</p> <p>Supporting information</p> <p>This section of the form is very important. It gives you an opportunity to explain why you are applying and why you are the best person for this job. Use the job description and person specification as your guide and give specific examples, where possible, to demonstrate how you match the requirements for this post. If you do not have enough space, please attach a separate sheet.</p>	<p>Those candidates who meet all the requirements for the post will be shortlisted and details of the interview programme will be confirmed in writing. As part of the selection process, in addition to assessing your skills and knowledge against the requirements of this role, specific questions will be asked to assess your suitability to work with children. Under the Disability Discrimination Act 1995 and 2005, we are legally required to consider making reasonable adjustments to ensure that disabled people are not disadvantaged in the recruitment and selection process. We are therefore committed to meeting, wherever possible, any needs you specify on the application form. Please contact the school if you need to discuss this in any detail.</p> <p>We will consider any reasonable adjustments under the terms of the Disability Discrimination Act to enable an applicant with a disability (as defined under the act) to meet the requirements of the post.</p> <hr/> <p style="text-align: center;">Induction and Continuous Professional Development</p> <hr/> <p>The Headteacher and governing body are committed to ensuring your well-being and continuous professional development in this role. On appointment the appropriate Line Manager will discuss an appropriate induction programme with you that will help familiarise you with the culture of the school, local practices, policies and expectations. You will be offered the opportunity to further develop your professional knowledge by participating in local training events and, where appropriate, working towards further qualifications.</p>



References

If you are shortlisted, we will normally take up references **before** the interview date. One of your referees must be your current or most recent employer. Two satisfactory references must be received before we confirm any offer of an appointment. The information we request will relate to salary, length of service, skills and abilities, suitability for the job, disciplinary record and suitability to work with children.

Copies of references or references that are addressed "to whom it may concern" will not be accepted. On receipt of references, your referees may be contacted to verify any discrepancies, anomalies or relevant issues as part of the recruitment verification process.

DBS & Disqualification checks

Employment at this school is subject to an enhanced check with children's barred list through the Disclosure and Barring Service. Employment is also subject to a childcare disqualification check. All such checks must be satisfactory before we confirm any offer of appointment.

Under the Rehabilitation of Offenders Act 1974 (Exemption Amendment) Order 1986, there are a number of jobs where we must take account of convictions, even though they are 'spent'. All posts at this school are regarded as such. However, spent and/or unspent convictions may not necessarily make you unsuitable for appointment. Please ensure you complete the Criminal Record Declaration Form and submit this alongside your completed application form.

Prohibition checks (Teaching posts only)

Prior to confirming an offer of employment, the school is required to make a mandatory check to ensure a new employee does not have any prohibitions, sanctions and restrictions that might prevent the individual from taking part in certain activities or working in specific positions. The check is undertaken by the school using the Teacher Services, DfE Secure Access Portal.

Child Protection

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. We have a designated senior member of the leadership team who is responsible for referring and monitoring any suspected case of abuse. All members of staff will receive training in line with our child protection policy.

Whistle Blowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. Therefore, our policy is to ensure that all staff are made aware of their duty to raise concerns about any inappropriate attitude or actions of colleagues.

Code of Conduct and Personal Behaviour

The school believes that it is essential for standards of conduct at work to be maintained to ensure delivery of quality services and also to protect the well-being of all its employees and pupils.

The Headteacher and governing body regard everyone working at our school as a role model to our pupils. As such employees should conduct themselves with integrity, impartiality and honesty. Furthermore, everyone in the school has an absolute duty to promote and safeguard the welfare of children.

Equal Opportunities

We are committed to promoting best practice in our efforts to eliminate discrimination and to create a working and learning environment where all are treated fairly and with respect.

We take action to ensure that nobody is treated less favourably than anyone else because of their colour, race, ethnic or national origin, religion, gender, sexual orientation, disability or age.

Full details of all these policies are available in school.



Validation of Qualifications

All short-listed candidates will be asked to bring original certificates of relevant essential qualifications for the role to interview. These will be photocopied and kept on file and may be confirmed as genuine with the relevant awarding bodies.

Right to Work in the United Kingdom

Under the Asylum and Immigration Act 1996, it is a criminal offence to employ anyone who is not entitled to live or work in the United Kingdom. Applicants can expect us to ask for proof of this at the interview stage, where you will be asked to provide some original documentation to confirm that you are eligible to work within the UK. Photographic proof of identity will also be required.

Medical Assessment

A satisfactory medical assessment will be required for newly appointed staff before we confirm any offer of an appointment.



The Brigshaw Learning Partnership Schools Map

-  Kippax Ash Tree Primary School
-  Kippax North Primary School
-  Kippax Greenfield Primary School
-  Allerton Bywater Primary School
-  Swillington Primary School
-  Methley Primary School
-  Brigshaw High School

