

TEACHER OF ENGLISH (Maternity Cover)

Required from September 2026

Closing Date: Sunday 21st June
Shortlisting Date: Tuesday 23rd June
Interview Date: Thursday 25th June

Early applications are encouraged and applicants may be invited to interview prior to the closing date.

We reserve the right to close this vacancy early if a suitable candidate comes forward and is appointed before the closing date.

Therefore, if you think that you have the skills and values that would make you an ideal employee of Balshaw's Church of England High School, please **submit your application as soon as possible**.

TEACHER OF ENGLISH (Maternity Cover)

Full time, required from September 2026

Grade: MPR/UPR (as agreed by appointing governing panel)

The Role:

- The school is looking to appoint a committed, enthusiastic individual as a teacher of English.
- All teachers at Balshaw's have additional planning time above the 10% PPA that is part of the STPCD.
- You would be working in a highly successful department that is staffed entirely by specialists.

The English Department

The mission statement of the English Department is:

'We will work together to share and promote an enjoyment of reading; to support students in becoming effective and confident communicators, and nurture students in becoming independent and adaptable learners.'

The department comprises of seven specialist teachers, along with the Curriculum Leader for Drama and the SENDCO, who also teach some English classes. The team offer a range of experience, interests, and expertise, but all share the same goal in supporting our students to achieve the best that they can. The Curriculum Leader is also on SLT and there is a Second in Department.

Students are taught in mixed prior attainment groups across both key stages. In KS3, students have seven lessons per fortnight and at KS4, eight lessons per fortnight. We enjoy the benefits of our school laptop scheme, which are utilised for learning in a range of ways, from quick research and dictionary lookups, to drafting and editing and the use of online platforms such as Bedrock Grammar and Vocabulary.

As a department, we have developed a challenging, enriching and engaging curriculum, which is aligned with the needs of our students. Through a shared vision and teamwork, we have continued to reflect on it and develop both the content and our methods of delivery. Our curriculum was devised to support students to read widely; books, poetry and articles that they may not read otherwise, to develop an increased awareness of the writer at work, and thereby become more confident writers themselves. The texts have been chosen carefully to suit our school and our students and whilst there is challenge, the texts remain age appropriate. Whilst we have a common, shared curriculum, we recognise that we have different styles of teaching that we adapt to our classes, bearing in mind research on what is effective teaching. **There is consistency in content and assessment, but flexibility in delivery.**

We study the Eduqas specification for GCSE English Language and Literature and we also offer GCSE Film Studies. Our team are experienced in the delivery of this specification, but we are always aiming to develop our insight and expertise further; through our in school CPD programme, which includes feedback from colleagues who mark the GCSE and visits from representatives from Eduqas.

Outcomes in English are consistently strong. In 2025, 85% of students achieved Grade 4+ in English Language, with 27% achieving Grade 7+, while in English Literature 79% achieved Grade 4+ and 19% achieved Grade 7+. These results reflect a sustained record of high performance across the department.

The successful candidate would be expected to contribute towards the ongoing high standards of teaching and contribute to the development of programmes of study and add resources. The department is also keen to provide enrichment opportunities for students through a range of extra-curricular clubs and activities

such as young writers and House Cup Challenge and in school speaking competitions. Activities students have participated in within English are many and varied, including: Runshaw College AGT days, the Rotary Youth Speaks competition (with a notable success in the National competition), visits from leading authors and theatre companies. The department also organises trips to the theatre. The department works closely with the school's Learning Resources Centre to provide a culture of reading, reinforced by independent reading in Key Stage 3 classes.

This is a department which prides itself on its success. The successful applicant will join a team of professional and highly motivated teachers accustomed to achieving excellent results.

Professional Development:

Staff at Balshaw's have an hour per week of dedicated Professional Development time which currently takes place on a Thursday evening. Balshaw's is also a member of a number of school-to-school support networks that are a legacy of Teaching Schools and staff both deliver training and are able to take part in training across these networks. All teachers are a member of the National College giving them access to a wealth of CPD resources.

All staff are provided with laptop computers, have a dedicated staffroom, CPD library, Staff Health and Wellbeing Resource Library and various kitchen areas and departmental offices. Staff also benefit from the use of a fully-equipped fitness suite.

About Balshaw's

Balshaw's enjoys the privilege of being one of the most successful schools in the county and the most over-subscribed school in South Ribble. We believe that this is deservedly so.

As a school rooted firmly in the Christian ethos, each student in our care matters deeply to us. However, as an authority controlled school we do not operate any entry criteria and the school is available to students of all abilities, interests and aptitudes. Nevertheless, in following the school motto: (*non sibi sed aliis*) 'not for self, but for others' we aim to create students whose actions reflect the love of Christ as we develop them into full and well-rounded young adults ready to make valuable contributions to our society.

Balshaw's has a proud history of academic excellence for students dating back to 1782. The school adds significant value to its students from their starting points in Year 7 to the time when they leave in Year 11. Many will go on to study at Runshaw College, which was originally the Sixth Form of Balshaw's, and others will take up apprenticeships or employment.

Equally important to us is the richness of opportunity available to students at Balshaw's. Set in 21 acres of beautiful land, Balshaw's staff provide extra-curricular opportunities that other schools could only hope for. The huge range of clubs and activities have taken many of our students on to careers in sport and media with a number of well-known alumni.

Those who come to teach and work at Balshaw's will have fantastic opportunities to progress their careers and gain a wealth of experience. That said, Balshaw's also enjoys an incredibly stable

workforce and when you hear the phrase ‘Once a Balshavian, always a Balshavian’ you will realise it to be a truth. The school is only on its 14th headteacher in its 244-year history!

Balshaw’s is more than a school – it is a family. This post offers you the opportunity to become part of the Balshaw’s family where you will be able to make a difference to the lives of the young people who are our future.

Summary

It is said at Balshaw’s that “Once a Balshavian, always a Balshavian.” This is very true – a number of staff are previously students of the school and there is a very small turnover of staff either through retirement or promotion. We hope that when you visit our school you will get a strong sense of the Christian family values that underpin what we do.

Lighting the path to excellence through Christian vision and values.

Gospel values of love, forgiveness, friendship, kindness, truth, patience, respect and humility are the foundation for decisions made in the Balshaw’s family. Our aim: to develop students whatever their faith or world view, who will reflect Christ’s love within our community and wider society.

OFSTED (2023)

- Students are proud to attend their school.
- Leaders are ambitious for all pupils, including those with special educational needs.
- Teachers have high standards for students' academic achievement and their behaviour.
- The atmosphere around school is calm and respectful.
- Pupils benefit from the opportunities for their wider development.
- Pupils behave well around the school and in lessons.

SIAMS (2019)

- ‘Religious Education is both inspirational and challenging.’
- ‘Strongly held values infuse the school community.’
- ‘Collective worship is exemplary.’
- ‘The senior leadership team provide inspirational and caring leadership.’
- ‘The quality and range of their [pupils’] theological thinking is impressive.’

Safeguarding Commitment

Please note that the school is committed to safeguarding and promoting the welfare of young people and expects all staff and volunteers to share this commitment. This post is subject to an enhanced DBS disclosure.

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.

Diversity and Equality

As a school we are passionate about diversity and recognise that as individuals we all bring something unique to the role regardless of age, gender, race, beliefs or disabilities which is why we treat all of our people equally, without compromise.

Online Search

Please note that in line with the latest version of Keeping Children Safe in Education, an online search will be carried out as part of our due diligence on shortlisted candidates.

APPLICATION

Please apply via the TES website using the Quick Apply button, a link to which can be found on the school website www.balshaws.org.uk.

Due to limited resources, it is not our policy to write to the unsuccessful candidates so please assume your application has been unsuccessful if you do not hear from us within two weeks of the closing date.

Thank you for your interest in this post.

JOB DESCRIPTION

POST TITLE:	Teacher of English (Maternity Cover)
GRADE:	MPR/UPR
CAR USER:	
LOCATION:	Balshaw's CE High School
RESPONSIBLE TO:	Headteacher, through the Curriculum Leader for English and, for pastoral matters, the relevant Head of House.
STAFF RESPONSIBLE FOR:	None
PURPOSE OF THE POST:	
<ul style="list-style-type: none"> To teach English across the relevant age and ability range, contributing to high standards of achievement, behaviour and personal development, and supporting the Christian ethos and wider life of the school. To support and uphold the Christian vision, values and ethos of the school, including its commitment to serving students of all faiths and worldviews. To understand and fulfil safeguarding responsibilities in line with Keeping Children Safe in Education, school child protection policies and safer working practice, including reporting concerns promptly and appropriately. 	
GENERAL RESPONSIBILITIES:	
Please note that all staff Job Descriptions must be read in conjunction with the following:	
<ul style="list-style-type: none"> The duties and responsibilities contained in the current School Teachers' Pay and Conditions Document and associated statutory guidance. The Local Authority policies relating to the employment of Schoolteachers. The Governors' staffing policy. The Job Description of the Headteacher, Senior Staff, Head of House and Curriculum Leaders, and Role of House Tutor. 	
SPECIFIC RESPONSIBILITIES	
<ul style="list-style-type: none"> Under the direction of the Curriculum Leader to contribute to the teaching of English. To participate in the development of appropriate teaching materials, schemes of work and methods of assessment. Under the direction of a Head of House to be a Tutor of an assigned Tutor Group and to carry out duties in accordance with the Job Description of Group Tutor. To participate in appropriate meetings with colleagues and parents. To carry out a share of supervisory duties in accordance with the duty rota schedules. To participate in performance appraisal arrangements. To have a share in developing and maintaining the good reputation of the school and to be fully involved in the whole life of the school. 	
Quality of Education and Professional Responsibilities	
<ul style="list-style-type: none"> To plan and teach high-quality English lessons across the age and ability range as directed by the Curriculum Leader. To assess, record and report on students' progress in line with school and department policies. To use assessment information to adapt teaching and support students' progress. To contribute to the development and sharing of resources within the English department. To contribute to department self-evaluation and improvement planning as appropriate to the role of classroom teacher. To participate in professional development, appraisal and quality assurance processes in line with school policy. To uphold the school's expectations for behaviour, safeguarding, inclusion and professional conduct. 	
<i>In addition, other duties at no higher a responsibility level may be interchanged with/added to this list at any time.</i>	

This Job Description will be reviewed at least once every two years and it may be subject to modification or amendment at any time after consultation between the post holder and Headteacher.

PERSON SPECIFICATION

Job title: Teacher of English	Grade: MPR/UPR	
Establishment or team: Balshaw's Church of England High School		
Requirements (based on the job description)	Essential (E) or desirable (D)	To be identified by: application form (AF), interview (I), supporting letter (L), references (R)
Qualifications & Training		
<ul style="list-style-type: none"> Degree in English, English Literature, English Language or a closely related subject. 	E	AF
<ul style="list-style-type: none"> Has QTS or is an ECT 	E	AF
Experience		
<ul style="list-style-type: none"> Has recent and relevant experience of teaching. 	E	AF/R
<ul style="list-style-type: none"> Has used prior attainment and assessment information to support strong student progress. 	D	AF/I
<ul style="list-style-type: none"> Has experience of working in a pastoral role as a tutor. 	D	AF/I
<ul style="list-style-type: none"> Has experience of delivering PSHE. 	D	I/L
Knowledge, skills and abilities		
<ul style="list-style-type: none"> An excellent classroom practitioner, or one with the potential to become excellent, with high expectations of all students. 	E	I/R
<ul style="list-style-type: none"> Able to motivate and inspire students to have deep learning experiences and skill development in English. 	E	I/L
<ul style="list-style-type: none"> Able to plan effectively for students with a range of prior attainment, needs and abilities. 	E	I/L
<ul style="list-style-type: none"> Able to use a range of assessment strategies to provide effective feedback that enables students to make effective progress. 	E	I/AF/L
<ul style="list-style-type: none"> Able to use assessment data to effectively plan next steps in students' learning. 	E	I/L/R
<ul style="list-style-type: none"> Effective interpersonal and communication skills. 	E	AF/I/R
<ul style="list-style-type: none"> Committed to ongoing Professional Learning and development. 	E	AF/I/R
<ul style="list-style-type: none"> Fluent in the use of ICT for learning, teaching and administration. 	E	I/AF/L
<ul style="list-style-type: none"> Able to be flexible and to use initiative to move strategies forward and maximise impact. 	E	I/AF/L
<ul style="list-style-type: none"> Understands the teacher's safeguarding responsibilities and is committed to following school child protection procedures. 	E	AF/I/R
Other (including special requirements)		
<ul style="list-style-type: none"> Commitment to initiate and participate in both cross-curricular and extra-curricular activities. 	E	I/AF/L

<ul style="list-style-type: none"> • Commitment to safeguarding and protecting the welfare of children and young people. 	E	I
<ul style="list-style-type: none"> • Commitment to equality, diversity and inclusion, and to securing strong outcomes for all students, including those with SEND and disadvantaged students. 	E	I
<ul style="list-style-type: none"> • Commitment to health and safety 	E	I/R
<ul style="list-style-type: none"> • Commitment to sustaining regular attendance at work. 	E	I/L
<ul style="list-style-type: none"> • Commitment to Christian ethos of the school. 	E	AF/L/I