



Head of A-level English

Full-time - MPR/UPS plus TLR 2:1

Required from September 2026

That person is

like a tree

planted by streams of water, which

yields its fruit

in season and whose leaf
does not wither

*whatever they do
prospers.*

Psalm 1:3



A LETTER FROM THE HEADMASTER

Dear Colleague,

Thank you for expressing an interest in applying for the position of **Head of A-level English** at St Christopher's. This vacancy will provide the successful candidate with the opportunity to work in a very strong department and an Outstanding 11-18 Church of England high school.

The successful candidate will join a joyful, flourishing and thriving school. The staff are hard-working, reflective and collegiate in approach. Our pupils are a delight and parents are very supportive.

We are always oversubscribed in Year 7 and the Sixth Form, although we take nothing for granted. This year, for example, well over 750 pupils applied for one of our 195 places. St Christopher's is a rewarding place to work and to develop professionally. The school engenders real loyalty from all who are associated with it.

The application form should be completed electronically and emailed to vacancies@st-christophers.org, marked for the attention of Mrs Grimshaw, my PA. It should be accompanied with a supporting letter of not more than two sides of A4 paper, in 11-point font, explaining your suitability for the post, including reference to your skills, experience and a flavour of your vision for teaching at St Christopher's.

The closing date for applications is **2nd March (midday)** and interviews are planned for the week commencing the **9th March**.

If you would like to find out more about the school or position, or to organise a visit, please feel free to email my Personal Assistant, Mrs Grimshaw (c.grimshaw@st-christophers.org).

I took up my present position at St Christopher's in September 2013 and yet I still recall the time and commitment required to go through the application process for a new post. If, having considered the supporting documents you feel you have the necessary qualities we require, I would be delighted to receive your application.

Yours sincerely,



Headmaster



"The clear Christian vision of the senior management team (SMT), ably led by the headteacher and well supported by governors and the director of spirituality, ensures that the academy is a caring and inclusive community in which learners flourish as 'children of God'."

ABOUT ST CHRISTOPHER'S

Introduction

St Christopher's is a highly successful and popular 11-18 co-educational Church of England single academy with 1,300 pupils and students on roll. We are situated in the Lancashire town of Accrington close to the Ribble Valley. Good motorway links mean that Preston, Burnley, Blackburn, Manchester, and North Yorkshire are all within a 30-40-minute car journey. The school is situated in a pleasant setting with views towards Pendle Hill.

Our pupils come from a wide catchment area. Pupils join us in Year 7 from over fifty primary schools, and the sixth form receives students from around thirty secondary schools. We enjoy an enviable reputation, built-up over many years, for providing high quality education for a comprehensive intake of pupils. Our reputation means that we are a popular school, and always over-subscribed. However, we do not allow ourselves to become complacent, always striving for higher standards in all areas. This year, for example, well over 750 applications were received for the 195 on offer. Fourteen per cent of our pupils are eligible for the Pupil Premium and 3% are from minority ethnic groups.

Our teaching comprises of 80 teachers and 12 teaching assistants. The core Senior Leadership Team is substantively the headmaster, two deputy headteachers, three assistant heads and the School Business Manager.

The school's commitment to learning extends to staff as well as pupils; there is a well-developed support structure for early career teachers and other new members of staff, and a strong culture of ongoing professional development among our teaching and support staff. We are continually looking to develop and further improve the quality of teaching and teachers are encouraged to think deeply about how pupils learn. Whilst we appreciate the contribution that technology can play in assisting learning, we remain committed to the idea that it is the teacher who makes the difference.

Academic results

Our pupils achieve very well with typically over 60% of Year 11 pupils gaining 5+ GCSE passes at grades 9-5, including English and mathematics. The proportion of pupils moving on to high quality destinations is the highest for any Lancashire non-selective secondary school. Our Sixth Form, which opened in 2010 and now has over 300 students studying A-level, continues to achieve impressive results, with 84% of students gaining A*-C. Attainment and progress are at record levels.

The school has grown significantly in recent years, but this period of change has been managed without compromising the high standards of pastoral care and academic achievement for which we are well known.

Curriculum

We offer a genuinely broad and balanced curriculum to all year groups rooted in a strong and coherently expressed sense of educational purpose and intent. Pupils acquire the skills, concepts, knowledge, and skills necessary to prepare them to take place their place as active and successful citizens of the 21st century.

At Key Stage 3, subjects are taught according to the National Curriculum requirements, and a wide range of proven learning styles are used to ensure that all pupils are engaged and able to progress. Teachers use their expertise to identify the key knowledge that pupils need, and this helps pupils to strengthen their ability to recall information and to deepen their understanding.

In Years 10 and 11, all pupils follow a core curriculum of English, mathematics, science, RE, PSHE and RE. In addition, pupils select courses from a wide range of GCSE options. Pupils are encouraged to study the EBacc suite of qualifications, with the most able following separate science courses.



Nearly thirty A-level courses are offered in the Sixth Form. Most students continue to study four subjects for most of the Lower Sixth and continue with three of these in the Upper Sixth. All sixth formers participate in our extensive enrichment programme. A wide range of options are available including pre-professional work experience, sports academies, archery, and dance. Most students progress to university with many making successful applications to Russell Group universities including Oxford and Cambridge.

The curriculum is based around five sixty-minute periods per day, organised as a two-week 48 lesson timetable.

Extra-curricular activities

Pupils are encouraged to participate in a wide range of extra-curricular activities including one of the largest school-based Duke of Edinburgh Award Scheme in Lancashire, an award winning eco group, and a vibrant music department which enjoys a national reputation. Opportunities for foreign travel are numerous, including, in recent years, visits to India, Iceland, USA, Paris, Rome and Barcelona.

All staff are encouraged to participate to the extra-curricular life of the school and contribute in any way they can.

Pastoral care

The Heads of Year and Form Teachers (Personal Tutors in the Sixth Form) have responsibility for the welfare, academic progress, and discipline of the pupils in their care. Time is set aside each day to enable form teachers to get to know each pupil as an individual.

Pupils are offered many opportunities to accept positions of responsibility in addition to the senior roles of prefect, Head Boy, and Head Girl. Pupil Voice is active and encouraged and most notable through the work of an active School Council.

Spiritual care and worship

St Christopher's opened in 1958 to educate the children of Church going families of east Lancashire. Admission to the main school is primarily based on parental patterns of worship at churches recognised by Churches Together or the Evangelical Alliance.

The school motto of 'Ad Gloriam Dei' informs all that we do. We try to establish caring attitudes and lasting values through worship and work done in the classroom, as well as, on a more practical level, supporting charitable appeals.

Each school day begins with an act of worship within the Anglican tradition. A Chaplaincy Team supports our worship and pastoral work, each year group having its own chaplain.

At the last SIAMS inspection (2024) the school was judged to be 'inspirational'.

Ofsted

The school was inspected by Ofsted in December 2016 and was judged to be Good with several Outstanding areas. Inspectors reached some telling judgements.

- 'Leaders have created an ambitious culture. Pupils are expected to become the best they can be, both academically and socially.'
- 'Pupils' attendance is excellent.'
- 'The work the school does to keep pupils safe is exemplary.'
- 'The behaviour of pupils is outstanding.'
- 'Tolerance and respect are strongly evident throughout the harmonious school community and the warm and inclusive ethos permeates every aspect of the school's work.'
- 'Pupils are proud of their school. Pupils of all abilities demonstrate resilience and enthusiasm in lessons.'
- 'Attainment is at record levels.'

These judgements were confirmed in our Section 8 report which was published in May 2022.

We all work hard to ensure that every child at St Christopher's is known, supported, and challenged. In the words of one of our former students...

"I am still not sure what I want to be but after studying at St Christopher's I know who I want to be."

"St Christopher's Christian virtues give all pupils a caring, structured environment in which we flourish into capable and successful young adults. Our school ethos establishes a compassionate atmosphere that guides us to become positive, appreciative members of the St. Christopher's family."

WHAT'S IT LIKE TO WORK AT ST CHRISTOPHER'S?



Linda (main scale teacher of science)

"St Christopher's saved my teaching career! My last job in teaching left me feeling demoralised and wanting to get out of the profession but here I feel supported and appreciated. The staff are unbelievably welcoming and the pupils are hard-working, conscientious and respectful."

Margaret (reprographic technician)

"My work-life balance has flourished since taking on this role. The staff form a great team and are dedicated to inspiring all pupils. I know that I am valued and enjoy every day working at St Christopher's."



Rebecca (Wellbeing and Senior Mental Health Lead)

"Joining the staff team four years ago I instantly recognised that St Christopher's is a school that cares for its staff. I feel privileged to work alongside an array of skilful colleagues whose shared goal is to maximise the potential of our pupils. At St Christopher's we all flourish."

Scott (ECT Science)

"St Christopher's has provided me with the skills and knowledge to thrive in the classroom since starting as an ECT. Teaching is tough and so it is good to know that my wellbeing is considered and that I am provided with the autonomy to try out new ideas and approaches, safe in the hands of supportive middle leaders and senior leadership team."





Sian (upper pay range teacher of English)

“Joining St Christopher’s helped me fall back in love with teaching. This is a school which is committed to creating well-rounded pupils and which takes its responsibilities at the centre of the community very seriously. While the school maintains its reputation for academic excellence, it is this emphasis on the wider impact of education which makes St Christopher’s a unique and special place to work.”

Devaki (PSHE and Careers Lead)

“The school is more than just a place to work. St Christopher’s is a school community in every sense of the word, where staff genuinely care about the well-being and personal development of the pupils and students in their care, and support one another in doing so.”



Peter (Catering Manager)

“I came to St Christopher’s having worked in schools and for a multi-academy trust and I’ve been delighted with the warmth of the welcome that I’ve received. From the headmaster down there is a deep sense of connectedness and desire to pull together for the sake of the whole community. St Christopher’s has given me the trust and encouragement to deliver positive changes across my area of responsibility, improvements that have allowed the children to thrive and grow.”

Ebony (middle leader and teacher of mathematics)

“St Christopher’s is a fantastic place to work. It is more than just a school, it is a community of pupils and staff who look out for each other and strive to be the best version of themselves. I have worked here for four years and been offered great opportunities to advance and progress.”



JOB DESCRIPTION

Post Title: Head of A-level English

Salary: MPR / UPS (£32,916 - £51,048) plus TLR 2:1 (£3,527)

NJC Conditions: Full-time / Permanent

Responsible to: Head of Department

To assist with the leadership and management of the English Department, with specific responsibility for Key Stage 5 English, in order to maintain a high quality and well-implemented curriculum which will support the progress of all students resulting in sustainably strong outcomes for all.

Assist in Leading the Department

- Motivate, empower and support staff to secure ambitious student outcomes, with an emphasis on A-level results
- Assist in the evaluation of the performance of the department, helping to formulate and deliver plans for ongoing improvement
- Keep up to date with national and local educational strategies and developments, especially those at Key Stage 5, and communicate these to staff as appropriate
- Promote the subject and encourage links between the school and other establishments (post 16)
- Represent the department at whole school meetings as required
- Fulfil commitments arising from contractual accountability to the governing body
- Motivate and work with others to foster and promote the Christian ethos of the school

Assist in Leading Curriculum, Teaching and Learning

- Evaluate and develop (along with colleagues) the Key Stage 5 English curricula (A-Level English Language, English Language, English Language and Literature and GCSE English resits), assessments and schemes of work, designed to meet the needs of all students
- Be a passionate advocate for outstanding teaching and learning
- Support the Head of Department in monitoring, evaluating and improving classroom practice across Key Stages 5
- Use assessment information to monitor and enhance pupil progress and achievement at Key Stage 5, inform planning, curriculum developments and intervention strategies with a view to maximising rates of progress, particularly for those in receipt of Free School Meals and the Bursary
- Assist in the monitoring of assessment and feedback across the department, ensuring that students are provided with constructive feedback and set appropriate work to maximise progress in line with English and whole-school policy

- Develop and evaluate (along with colleagues), Key Stage 5 English curriculum, assessments and schemes of work, designed to meet the needs of all students
- Develop and embed whole-school approaches to literacy, including reading, writing and oracy, within the Key Stage 5 English curriculum and delivery
- Develop and evaluate the department's approach to metacognition, self-regulation and independent study at Key Stage 5

Working with Others and Developing Oneself

- Assist in the production, implementation and evaluation of evidence-based improvement plans which address department and school priorities, with specific reference to Key Stage 5 priorities
- Work with the head of department to ensure that CPD provision is fit for purpose, cost effective and secures excellent outcomes
- Accept responsibility for the conduct and behaviour of students and to be available to help members of department as problems arise
- Organise and distribute assessment materials in a timely and well-organised manner to ensure the smooth running of KS5 maths assessments and internal examinations

Securing Accountability

Fulfil commitments from contractual accountability to the governing body.

Strengthening the Community

Create and maintain effective partnerships with parents and relevant agencies to support students' academic achievement, in addition to their spiritual, moral, social and cultural development

Other Department Responsibilities

Adhere to policies and procedures relating to Safeguarding, Child Protection, Health and Safety, Confidentiality and Data Protection, reporting all concerns to the appropriate persons.

This job description will be reviewed regularly and may be changed, in consultation with the post-holder, to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade, in line with the school's changing needs.

This appointment is subject to the current conditions of employment of teachers and school leaders contained in the School Teachers' Pay and Conditions document, other educational and employment legislation, relevant teacher and headteacher standards.

"St Christopher's offers a friendly and supportive environment, where teachers strive to support each individual pupil to fulfil their potential. The varied curriculum and rich opportunities provided ensure that pupils flourish both socially and academically."

PERSON SPECIFICATION

Criteria to be determined from application form and supporting statement.

Training, qualifications and experience

- Qualified teacher status E
- Recognised Degree or equivalent E
- Subject or education related higher degree D
- Professional development over the last three years, including subject specific training E
- A successful record as a classroom teacher E
- Subject knowledge and experience required to teach A-level English Language E
- A proven track record of raising levels of pupil attainment and progress at Key Stage 4 or 5 E
- A strong commitment to extra-curricular provision E
- Teaching experience in more than one secondary school E
- At least three years teaching experience in the secondary or post-16 phase (upon taking up post) D
- Effective use of data to inform actions D

Professional knowledge and understanding

- Current educational issues especially related to the curriculum at KS5 E
- Current teaching, learning and assessment issues relevant to the needs of the department E
- Effective strategies for promoting positive student behaviour and engagement E
- Effective strategies for leading and managing departmental evaluation and improvement E
- The management of staff, including professional development D
- Financial planning and budgetary management D

Vision and values

- Christian commitment as indicated by membership of a church in Churches Together, Evangelical Alliance or The North West Partnership D
- Willingness to support and reinforce the ethos of a Church school E

Personal and professional qualities

- Hard working, loyal and flexible in approach to work E
- Build and maintain effective relationships E
- Inspire and motivate others to carry the school's vision forward E
- Prioritise, plan and organise themselves and others E
- Demonstrate commitment to the leadership process E
- Listen to and reflect on feedback E
- Good attendance and punctuality record and a high level of stamina and enthusiasm E
- Good communication skills and a positive outlook E

E = Essential | D = Desirable

Confidential references

Professional references should show:

- A strong level of professional support and a positive recommendation from the applicant's current employer
- That the applicant has a good health, attendance and punctuality record, a high level of stamina and enthusiasm
- That the applicant has good communication skills and a positive outlook

SUBJECT PROFILE: ENGLISH

The English Department is an experienced team with varied interests and specialisms. There is a strong collegiate approach to teaching and a firm belief in the value of extra-curricular opportunities.

Number of staff: Twelve (Eight full-time equivalent) teachers and a librarian.
Close links with the SEN department to mutual benefit.

Departmental structure: Head of Department supported by co-ordinators at KS3, KS4 and KS5.

Examination courses for KS4: Eduqas English Language
Eduqas English Literature

Examination courses for KS5: English Language WJEC
English Literature WJEC
English Lang and Lit AQA

GCSE English Language Results %:	7-9	5-9	4-9	1-9
2024	14	46	70	99
2025	18	60	79	99

GCSE English Literature Results %:	7-9	5-9	4-9	1-9
2024	21	53	72	98
2025	25	71	81	98

A-level Examination Results %:	A*-B	A*-C	A*-E
English Language 2024	25%	100%	100%
English Language 2025	50%	100%	100%
English Literature 2024	39%	100%	100%
English Literature 2025	80%	100%	100%
English Lang and Lit 2025	75%	88%	100%

Accommodation: Six classrooms and a staff-room in main school, and two classrooms in the Sixth Form Centre.

Structure of timetable: KS3 Years 7-8 7 x 1-hr lessons per fortnight.
KS3 Year 9 6 x 1-hr lessons per fortnight.
KS4 8 x 1-hr lessons per fortnight.
KS5 9 x 1-hr lessons per fortnight.

“I was a bit nervous on my first day, but afterwards I knew that somebody would always be there for me if I needed help.”

SUBJECT PROFILE: ENGLISH

The English Department is a friendly and collegiate department in which teachers work in a mutually supportive manner to ignite and foster a love of English in our pupils. Our team is made up of twelve teaching staff and our school librarian. The Head of Department is supported in her work by three Heads of Key Stages. We have 8 classrooms across the main school building and the sixth form.

At KS3, we focus our curriculum on inspiring and literary poetry, drama and prose, with our pupils following a scheme of work which deepens their understanding and increases their skills in English Language and Literature. Pupils at KS3 have seven one-hour lessons per fortnight in Years 7 and 8 and six one-hour lessons per fortnight in Year 9. We offer English Language and English Literature at GCSE leading to the Eduqas qualifications. Pupils keep the same teacher throughout KS4 and enjoy 8 periods per fortnight.

In the Sixth Form, we offer English Language and English Literature, as well as the English Language and Literature combined option. Most members of the department have taught in the Sixth form, and at the moment, there are 6 of us teaching A-level.

Our curriculum has always sought to inspire our pupils, while also allowing teachers professional autonomy. However, as we reflect on and develop a high quality 21st century curriculum, we recognise that ensuring all pupils thrive, flourish and achieve to the highest possible standard is our main priority. Therefore, the next Head of A-level English will be someone able to envision a world class A-level curriculum and provision for our pupils and students, model the best classroom practice to deliver this vision and collaborate with and coach other teachers to ensure an equity of high-class experience for every English student in our sixth-form. This will build on their exemplary practice in Key Stage 3 and / or 4.

The English department is central to the extra-curricular life of the school, offering activities such as theatre trips, film clubs, reading competitions, and, when possible, author talks. We are also involved in whole-school aspects, such as the Eco initiatives and the Lunchtime Lecture series. We are proud to play a major role in the worshipping life of the school, and in developing and deepening the Christian ethos.

The English department is a happy, cohesive and highly motivated team, and, we feel, a great place to work. We look forward to meeting you!