

Director of English

Candidate Pack

Salary

L10-L14 (£66,956 - £73,827)

Contract Type

Permanent

Contract Term

Full time

Location

The Prescott School, Knowsley Park
Lane, Prescott, Merseyside, L34 3NB



About us

✓ WHY WE EXIST: A SHARED PURPOSE

To empower our children to overcome barriers, be able to compete with the best, and shape the future.

✓ HOW WE BEHAVE: THE HEATH FAMILY VALUES

With kindness:

we look out for each other.

With integrity:

we do the right thing.

With tenacity:

we do what it takes.

✓ WHAT WE DO

We lead schools in the North West to maximise attainment and nurture confident, resilient and compassionate individuals.

✓ HOW WE WILL SUCCEED

Through clarity, collaboration, accountability, and academic rigour.



We offer:

- ✓ An opportunity to work in a values driven organisation and be part of a welcoming and dedicated team
- ✓ Support and training so that you can flourish in your role
- ✓ Recognition of the importance of a work life balance. Your emotional wellbeing is important to us and we strive to balance work and life and nurture the best possible environment for high performance and job satisfaction
- ✓ Work laptop
- ✓ Car lease scheme
- ✓ Cycle to work
- ✓ Employer Pension Contribution – Local Government Pension Scheme (LGPS)
- ✓ Employee Assistance Programme (EAP)



Job Description

SALARY

L10-L14 (£66,956-£73,827)

HOURS

25 hours per week - Full Time

CONTRACT TYPE

Permanent

CLOSING DATE

Monday 19th October 2026

PURPOSE OF THE POST

The Prescott School is seeking a Director of English is a significant senior leadership position within The Prescott School, with strategic responsibility for securing excellence in English, literacy, reading, teaching and pupil outcomes.

The Director will lead the continued development of English across Key Stages 3 and 4, ensuring that every pupil experiences an ambitious curriculum, consistently strong teaching and the support and challenge required to achieve highly. This role extends beyond the traditional responsibilities of a Head of Department.

The Director of English will provide strategic leadership for English while also contributing to the wider improvement of teaching, literacy and academic standards across The Prescott School. They will work closely with the Principal and Senior Leadership Team to ensure that improvements in culture, attendance and behaviour are translated into increasingly strong academic outcomes. The English department has made rapid improvements in achievement over the past two years. The current director has been promoted within the school. The successful candidate will be an exceptional teacher and highly credible leader who combines high expectations with warmth, support and professional challenge.

About us

The Prescott School is a vibrant, inclusive secondary school at the heart of the Knowsley community. We are proud of our rich history and excited about our future, as we continue to grow into a school where high expectations, strong values, and a culture of kindness, integrity and Tenacity shape every aspect of school life.

Over the past year, The Prescott School has seen significant improvements across key areas:

- Behaviour and Culture – Clear routines and consistent expectations have transformed the atmosphere of the school. Classrooms are calm, purposeful spaces where learning comes first. Our “Legendary Learner” culture celebrates positive behaviour and ensures students understand that every choice matters. Suspensions have reduced significantly, while positive behaviour points have risen by over 70%.
- Attendance – Through relentless focus, parental engagement, and creative interventions, we have seen one of the largest year-on-year improvements in attendance across the local authority. Persistent absence has dropped by over 17%, with more students than ever achieving 95%+ attendance.
- Teaching and Learning – We have invested heavily in staff development, embedding instructional coaching and high-quality CPD. Every Friday morning begins with professional learning, ensuring that our teachers are well supported and continuously improving. Our “LEARN” structure underpins consistent, high-quality classroom practice.
- Curriculum and Outcomes – Ambitious curriculum design and improved teaching standards are driving better academic results. Our predicted Attainment 8 scores are rising year on year, with greater numbers of students set to achieve strong passes in English and Maths.
- Leadership and Support – A restructured leadership team has strengthened capacity, with new roles created to drive. We are committed to supporting staff at every level, with clear career development pathways and opportunities to lead change.
- Community and Ethos – Relationships with families and the wider community are stronger than ever. Parental engagement events are well attended, and local feedback highlights the visible improvements in student behaviour and pride in the school. Our values of kindness, integrity and Tenacity run through everything we do.

Job Description

Responsible to: Principal / Designated Senior Leader

Responsible for: English Leadership Team, English teaching staff and designated literacy/reading provision

Key Responsibilities / Core Accountabilities:

- English Language and English Literature outcomes at KS4.
- Progress and attainment in English across Years 7–11.
- The quality and ambition of the English curriculum.
- The quality and consistency of teaching within English.
- Assessment, intervention and examination preparation.
- Reading and literacy development.
- Outcomes for disadvantaged pupils and pupils with SEND.
- Development and coaching of English teachers.
- Leadership capacity within the English department.
- Supporting wider improvements in teaching and learning across the school.

Strategic Leadership of English:

- Provide exceptional strategic leadership for English.
- Establish a compelling vision for excellence in English that supports the wider improvement priorities of The Prescott School.
- Develop and implement a clear English improvement strategy with measurable milestones and outcomes.
- Translate whole-school priorities into clear departmental actions.
- Establish ambitious expectations for every pupil, regardless of background or starting point.
- Create a strong culture of professional accountability within the department.
- Ensure leaders and teachers understand precisely what is expected of them.
- Develop leadership capacity within English so responsibility is effectively distributed.
- Identify areas requiring improvement early and act decisively.
- Provide the Principal and SLT with accurate evaluations of standards within English.
- Ensure improvement activity results in measurable impact rather than simply increased activity.

Outcomes and Academic Performance:

- Drive improvements in GCSE English Language and English Literature.
- Establish ambitious targets for English attainment and progress.
- Ensure strong progress from individual pupil starting points.
- Analyse assessment and examination information forensically.
- Identify underperformance at pupil, class, teacher, group and curriculum level.
- Lead rapid responses where performance falls below expectations.
- Ensure teachers understand the performance of every class they teach.
- Maintain a relentless focus on pupils working around key grade boundaries.
- Ensure higher prior attaining pupils are appropriately challenged.
- Monitor disadvantaged pupils and pupils with SEND closely.
- Identify and address gaps between groups.
- Lead strategic intervention across Years 10 and 11.
- Ensure Year 11 examination preparation is planned strategically throughout the year.
- Evaluate the impact of interventions and adapt approaches where they are not producing sufficient impact.
- Ensure predicted outcomes are evidence-based, accurate and appropriately challenging.

Job Description

Curriculum Excellence:

- Ensure curriculum plans clearly identify what pupils should know, understand and remember.
- Ensure KS3 provides the knowledge and skills required for future GCSE success.
- Maintain appropriate curriculum breadth while ensuring depth of understanding.
- Ensure pupils encounter challenging and engaging literature.
- Develop pupils as confident readers, writers, speakers and critical thinkers.
- Ensure vocabulary development is explicitly planned.
- Ensure curriculum planning anticipates misconceptions and gaps in prior knowledge.
- Regularly review the curriculum in response to assessment and quality assurance.
- Ensure curriculum expectations remain ambitious for disadvantaged pupils and pupils with SEND.
- Work with SEND colleagues to ensure appropriate adaptations support access without reducing ambition.
- Ensure the curriculum reflects the school's commitment to high expectations for every pupil.

Teacher and Learning:

- Teach highly effective lessons that demonstrate the standards expected across the department.
- Establish a shared understanding of excellent English teaching.
- Ensure consistent implementation of The Prescott School's teaching expectations.
- Undertake regular quality assurance through lesson visits, work scrutiny, pupil discussion and assessment analysis.
- Ensure quality assurance identifies strengths and precise areas for improvement.
- Provide clear developmental feedback.
- Lead subject-specific coaching.
- Support teachers requiring additional development.
- Ensure classroom practice routinely includes effective modelling, questioning, retrieval and checking for understanding.
- Ensure teachers respond to misconceptions during lessons.
- Promote purposeful independent practice.
- Ensure pupils routinely produce work of a high standard.
- Share excellent practice across the department and wider school.

The Director will promote a culture where improving teaching is everyone's responsibility and professional development is part of everyday practice.

Whole-School Literacy and Reading:

- Work with senior leaders to develop and implement the school's literacy strategy.
- Champion reading across The Prescott School.
- Ensure reading development is viewed as a whole-school responsibility.
- Support departments in developing disciplinary literacy.
- Develop consistent approaches to vocabulary instruction.
- Support strategies for improving pupils' extended writing.
- Use reading assessment information to identify pupils requiring additional support.
- Work closely with SEND, pastoral and curriculum colleagues to support weaker readers.
- Ensure reading interventions are targeted and evaluated.
- Promote reading for pleasure alongside academic reading.
- Develop staff expertise in supporting reading within different subjects.
- Evaluate the impact of whole-school literacy strategies.

Job Description

Assessment the gap and fill it:

- Ensure assessments accurately identify what pupils know and what they have not yet mastered.
- Lead robust moderation and standardisation.
- Develop departmental expertise in examination assessment.
- Analyse performance at question, skill, topic, pupil and class level where appropriate.
- Identify patterns of underperformance.
- Ensure teachers use assessment information to adapt subsequent teaching.
- Coordinate targeted intervention.
- Identify pupils requiring additional teaching before gaps become embedded.
- Evaluate whether intervention has worked.
- Ensure curriculum plans are adapted when assessment identifies recurring misconceptions.

Assessment will answer three key questions:

What do pupils know?

Where are the gaps?

What are we going to do about them?

Year 11 and GSCE Strategy:

- Maintain a detailed understanding of every Year 11 pupil's current performance.
- Identify pupils at key thresholds.
- Lead English intervention planning.
- Coordinate revision programmes.
- Develop high-quality examination preparation.
- Ensure pupils understand examination expectations and techniques.
- Ensure intervention is appropriately targeted rather than generic.
- Monitor attendance at intervention and respond where attendance becomes a barrier.
- Work with pastoral and attendance teams to address barriers to achievement.
- Engage families where additional support is required.
- Review progress following each assessment point.
- Adjust provision rapidly where progress is insufficient.

Disadvantaged Pupils and SEND:

- Monitor the achievement of disadvantaged pupils closely.
- Identify gaps early.
- Evaluate the quality of teaching experienced by disadvantaged pupils.
- Ensure intervention responds to specific barriers rather than labels.
- Monitor the progress of pupils with SEND.
- Work closely with SEND leaders to improve classroom provision.
- Ensure teachers understand pupil needs and appropriate strategies.
- Maintain high curriculum expectations.
- Ensure adaptations enable access rather than unnecessarily reducing challenge.
- Evaluate whether strategies are improving outcomes.

Job Description

Developing People:

- Line manage designated English leaders and teachers.
- Develop emerging leaders.
- Coach and mentor colleagues.
- Support ECTs and colleagues new to the school.
- Identify individual development priorities.
- Lead purposeful departmental professional development.
- Provide opportunities for staff to observe excellent practice.
- Ensure departmental meetings focus primarily on curriculum, teaching and pupil outcomes.
- Recognise and celebrate excellent practice.
- Address weaker performance promptly and professionally.
- Work with senior leaders where formal support is required.
- Contribute to recruitment and retention strategies.

The Director should develop a department with sufficient expertise and leadership capacity that excellence does not depend upon one individual.

Quality Assurance:

The Director will establish a rigorous but developmental quality assurance cycle including:

- Lesson visits and learning walks.
- Work scrutiny.
- Pupil discussion.
- Assessment analysis.
- Curriculum reviews.
- Review of SEND provision.
- Review of disadvantaged pupil performance.
- Teacher and class-level analysis.
- Examination question analysis.

Quality assurance will focus on impact rather than compliance.

The Director will use evidence to determine whether the curriculum is being taught as intended, whether pupils are learning and remembering more, whether all groups are achieving strongly and where leadership needs to intervene.

Behaviour, culture and high expectations:

The Director of English will actively contribute to the strong culture of The Prescot School.

- Maintain highly visible leadership.
- Consistently apply school expectations.
- Support colleagues in establishing calm and purposeful classrooms.
- Promote positive relationships between staff and pupils.
- Celebrate effort, achievement and improvement.
- Ensure pupils understand that high expectations are an expression of care.
- Work constructively with families.
- Reinforce the school's expectation of consistency: Every lesson. Every day.

The Director will understand that improvements in behaviour and attendance create the conditions for academic success and will ensure those conditions translate into stronger outcomes.

Job Description

Whole School Leadership:

As a senior leader within the school, the Director of English will contribute beyond their subject area.

- Support the Principal and SLT in delivering the School Improvement Plan.
- Contribute to whole-school teaching and learning development.
- Support quality assurance beyond English when appropriate.
- Lead or contribute to whole-school professional development.
- Share effective English practice with other departments.
- Support literacy development across subjects.
- Contribute to transition from primary school.
- Support enrichment and wider opportunities for pupils.
- Represent The Prescott School professionally with parents, governors, the Trust and external partners.
- Contribute to the continued development of a culture of high expectations across the school.

Leadership Values:

The Director of English will actively model The Prescott School's values of:

KINDNESS – Building strong relationships, knowing pupils and colleagues well and providing support when it is needed.

INTEGRITY – Doing the right thing even when it is difficult; being honest about standards and taking responsibility for improvement.

TENACITY – Maintaining ambition, responding positively to challenges and refusing to allow barriers to determine pupils' futures.

At The Prescott School, high expectations are rooted in care.

We believe that accepting less than a pupil is capable of ultimately lets that pupil down.

“If I let you off, I let you down.”

This means combining warmth and support with consistently high expectations.

The Director of English will model this approach with both pupils and adults.

The impact of the Director of English will be evident through:

- Sustained improvement in GCSE English Language and Literature outcomes.
- Improved attainment and progress across Years 7–11.
- Improved outcomes for disadvantaged pupils.
- Improved outcomes for pupils with SEND.
- Reduced variation between classes and teachers.
- Strong and increasingly consistent teaching.
- An ambitious and effectively sequenced curriculum.
- Accurate assessment and effective intervention.
- Improved reading and literacy outcomes.
- Strong pupil engagement in English.
- Strong behaviour and learning habits.
- Increased departmental leadership capacity.
- Effective recruitment, development and retention of English teachers.
- Positive pupil, staff and parent feedback.
- Evidence that pupils know and remember more over time.

Job Description

Why Join Us?

At The Prescott School, we are committed to ensuring every student receives the support they need to succeed. You will join a dedicated and ambitious team that places inclusion, high expectations and student wellbeing at the heart of everything we do. If you are an organised and compassionate professional who enjoys making a difference to the lives of young people, we would love to hear from you. The Prescott School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. The successful applicant will be subject to an enhanced DBS check and satisfactory references.

The Prescott School has undergone significant cultural improvement. The next stage of the school's journey is to ensure that improvements in culture, behaviour and attendance translate into consistently strong academic outcomes.

We are therefore seeking a Director of English who is ambitious for every pupil, passionate about their subject, highly skilled in developing and inspiring teachers, and committed to building an outstanding English provision of which pupils, staff and the wider community can be exceptionally proud.

If you feel you have the vision, expertise and enthusiasm to lead our English provision and make a lasting difference to our pupils, we would be delighted to hear from you.

If you would like an informal conversation about the role or would like to find out more about the position before applying, please contact recruitment@theheathfamily.org.uk. We would be pleased to arrange a convenient time for you to speak with a member of the school team.

Person Specification

Criteria Experience, Qualifications and Training	
Essential	Desirable
• Hold Qualified Teacher Status. • Be an exceptional English teacher. • Have substantial successful experience teaching English at secondary level. • Have a strong understanding of GCSE English Language and Literature. • Demonstrate evidence of improving pupil outcomes. • Have successful middle or senior leadership experience. • Demonstrate successful curriculum leadership. • Have experience of developing other teachers.	• Have successful experience as a Head of English or senior English leader. • Have successfully led improvement within an English department. • Have experience of whole-school literacy leadership. • Have experience of leading teaching and learning beyond their own department. • Have experience of coaching teachers. • Have experience of working within a rapidly improving school. • Have experience with Eduqas GCSE Specification or experience as an examiner.
Criteria Knowledge, Skills and Ability	
Essential	Desirable
• Demonstrate strong understanding of assessment and intervention. • Be confident analysing pupil performance information. • Demonstrate a strong understanding of effective reading and literacy instruction. • Have experience of quality assurance. • Understand how to improve outcomes for disadvantaged pupils and pupils with SEND. • Demonstrate excellent interpersonal and communication skills. • Have the credibility to challenge and support colleagues. • Demonstrate high levels of personal organisation and resilience. • Share the school's uncompromising ambition for its pupils.	• Demonstrate evidence of significantly improving GCSE outcomes.

About the Trust



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How to apply

Applicants must have relevant qualifications and experience related to this role, please ensure that you meet the person specification before applying.

We are committed to equality of opportunity for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage and civil partnerships.

Appointment is subject to a satisfactory enhanced disclosure from the Disclosure and Barring Service and references. The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

We ask that you do not send CVs. Please email your completed application to recruitment@theheathfamily.org.uk

Application closing date: Monday 19th October 2026 at 08:00am

Shortlisting Date: Monday 19th October 2026

Interview Date: Thursday 22nd October 2026