



**RECRUITMENT  
PACK**

**ST JOHN FISHER  
CATHOLIC HIGH SCHOOL**

**Second in English (TLR2A)**

**Ofsted**  
Good  
Provider

**CATHOLIC SCHOOLS  
INSPECTORATE**  
THE NATIONAL FRAMEWORK FOR THE INSPECTION OF CATHOLIC SCHOOLS COLLEGES AND FORMERIES  
**OUTSTANDING**

Learning together as a community in Christ

# Welcome to St John Fisher

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We are a thriving Catholic school community serving young people in the heart of Wigan.

We believe in delivering a challenging, broad and balanced curriculum underpinned by a strong faith experience and an excellent pastoral care system.

We believe every child deserves to feel safe and valued and, because of this, our young people flourish academically, socially and spiritually in our school.

Our mission statement, **Learning Together as a Community in Christ** encapsulates everything we do.

We promote a love of learning through our quality first teaching. We are a fully inclusive community which recognises the worth of every individual and we encourage all our community to be Christ-like - being respectful, polite, kind and aspirational.

**Could you be part of our team?**

Thank you for taking an interest in our school.

Alison Rigby

**Headteacher**



# Why work at St John Fisher?

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We have high expectations of our students and of our staff - people matter in our school. We expect our staff to be models of excellence and demonstrate a strong moral core and a professional work ethic. Staff are valued and supported in their pursuit of professional development. In return, we expect total commitment to our strong Catholic ethos and a relentless pursuit of aspiration for our young people - we want them to do their best and be their best.

We are a Good school, as judged by Ofsted in November 2021. Further, we are an Outstanding Catholic School, as confirmed by our Catholic Schools Inspectorate inspection within the new framework in June 2023.

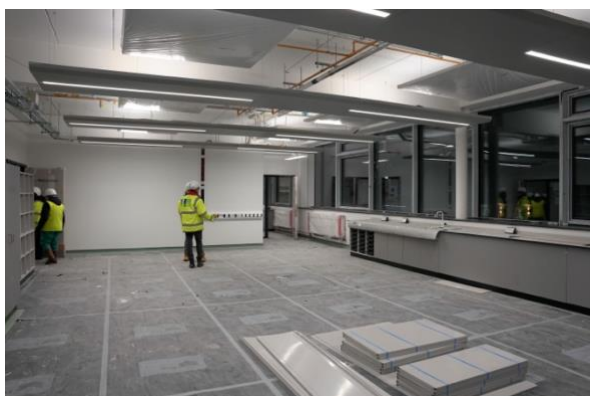
We have a very supportive and experienced governing body who fully involves themselves in the life of the school and school improvement strategy.

It is an exciting time for our school community as our school was identified as one of fifty schools to be in the first stage of the Department for Education's new School Rebuilding Programme.

Our new state-of-the-art school with a separate sports facility is under construction and will be ready for January 2025.

Currently, our school is effectively operating amongst the construction with adapted breaktimes and lunchtimes, using existing school blocks and the addition of a temporary block. This current situation presents us with immense challenge, however, due to our cohesive and supportive staff team and loyal pupils our school is managing incredibly well and is looking forward to moving into an innovative and modern environment.

Be part of something exciting...



# St John Fisher is part of the Liverpool Archdiocese

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The Archdiocese of Liverpool Education Department (Secondary) are a thriving family of 36 Catholic secondary schools and sixth form colleges who collaborate extensively and support each other. The group of schools and colleges are also supported by a unique diocesan school improvement service, the only one in the country. The schools and colleges are arranged in clusters which contain a mix of academies, local authority schools and religious order schools. St John Fisher is in the East cluster.

The archdiocesan school improvement service provides support with curriculum, attendance, behaviour, SEND and disadvantaged pupils. There is a full programme of activities throughout the school year for senior leaders, middle leaders (curriculum and pastoral) and other staff. Archdiocesan schools are also supported by the Teaching School who lead our SLEs and two teacher training organisations.

The school improvement service is part of the diocesan Education Department, staffed by professionals who provide support and advice to headteachers, governing bodies and clergy. The Department also provides guidance and advice to schools and colleges in matters including governance, staff recruitment, admission arrangements, religious education, and capital development.

As a Christian organisation, the archdiocese is committed to the wellbeing and development of all school staff; they support everyone in the schools and colleges to flourish and grow professionally and personally.

As part of the diocesan family, you will be part of a large organisation dedicated to transforming education through faith and innovation. As a teacher, you will have the privilege of shaping young minds and hearts, ensuring every child receives an education rooted in love, excellence, and hope.

More information can be found on the archdiocese website: [Education - A great Catholic education](#)



# What we do for the wellbeing of our staff

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- Commitment to Health Assured Employee Assistance Programme.
- Strong commitment to ongoing staff training and development including engagement in NPQ programmes and Masters accreditation.
- Strong and healthy relationships between SLT and staff.
- An appraisal process which recognises staff (teaching & non-teaching) contribution to school priorities and follows a developmental approach rather than performative.
- Recruitment of additional staff to strengthen the pastoral team.
- Reasonable expectations with regards to staff duty commitments.
- Strong commitment to reducing staff workload and decision-making processes consider staff wellbeing.
- High levels of staff consultation.
- Advance notice for staff with monitoring and evaluation tasks and a well-planned and transparent annual calendar.
- Regular information sessions for staff to help staff make informed career choices and feel supported in the school environment e.g. menopause, pensions etc.
- SLT are a visible presence around school both during lessons and in unstructured times of the day.
- Wellbeing weeks in school calendar to support staff in managing workload.
- Active social calendar for staff.
- SLT arrange detentions each Friday to reinforce standards.
- Support for staff spiritual development through school chaplaincy, regular Masses and liturgy.
- Birthday cards for every member of staff.
- Coffee Van every Wednesday to purchase food/drink
- Well-Being Action Group to voice any issues
- Discounted JD Gym Membership
- Discounted Wrightington Health Club & Spa Membership
- Blue Light Discount
- All Wigan Council Be Well Gym Membership
- Member of The Cinema Society (free/discounted cinema tickets)
- Health and Well-Being Hub
- Employee Assistance Programme
- Fisher Family Award every term



# Our English Department

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## **Our Curriculum Vision**

The philosophy of the English Department is to encourage our learners to enjoy the English language, to be enthusiastic about their lessons and, therefore, to progress in their learning. English and literacy are at the heart of all subjects. This is the reason the department encourages and builds on skills to aid literacy development in all the subject areas. Pupils always speak highly of the department and lessons when asked. We allow students to be creative thinkers, independent enquirers, team workers or effective participators - depending on whether they are writing in role, playing the 'mantle of the expert' or creating performance poetry.

## **Staffing**

The English department consists of nine full time teachers, including the Head of English, second in English and T&L lead, lead teacher of English and the Literacy Co-ordinator. The department has an excellent reputation with both pupils and staff. Teaching and Learning is paramount to the success of the department, with the department always striving for the best outcomes.

## **Curriculum and Specifications**

The English department follows the AQA syllabus at GCSE. We provide a wide range of topics which promote literacy for students of all abilities so that they can develop their skills in a secure, happy and stimulating environment. We promote the enhancement of Writing, Reading and Speaking and Listening skills within the English curriculum - through clear target setting and an understanding of assessment focuses.

## **Extra-Curricular and Enrichment Opportunities**

The department invites poets and authors into school to hold writing workshops with specific groups of children. We also offer students the chance to see plays or novels that they are studying in performance to give them a deeper understanding of characterisation and themes. Students are also offered the chance to participate in 'Youth Speaks' - a local speaking and listening competition.



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### Environment and Resources

The department has eight teaching rooms each equipped with a laptop, tv screen and visualiser to improve the quality of teaching and learning. We use the Learning Resource Base frequently for ICT facilities and to promote Accelerated Reader, independent reading and reading for pleasure. All resources for both KS3 and KS4 are shared, with an aspirational and engaging scheme of work and fully differentiated and challenging resources for each lesson. This helps the Quality Assurance of the department.

### Professional Development Opportunities

We have senior and middle leaders in the department who encourage the development of others. We consist of exam markers and encourage others in this area. CPD opportunities are available both in school and externally to develop the specific needs of others.



# Second in English (TLR2A)

## Job Description: Second in English (TLR 2A)

Post:	Second in English (TLR 2A)
Responsible to:	<ul style="list-style-type: none"> <li>Headteacher, SLT link, Head of English.</li> </ul>
Responsible for:	<ul style="list-style-type: none"> <li>Subject staff, supply staff, learning support assistants.</li> </ul>
Professional Skills, Judgements and Qualities	<p><b>Second in Departments work with Head of Departments to:</b></p> <ul style="list-style-type: none"> <li>make the key action points of the School Improvement Plan central to all leadership work in the school.</li> <li>contribute to the general ethos of the school by setting high personal standards in the supervision of learners and in their relationships with fellow staff members</li> <li>ensure that the school's strategic vision and the School Improvement Plan informs the direction of learning for their department</li> <li>ensure the day-to-day quality of learners' work, behaviour, appearance, attendance, punctuality and involvement in out of class opportunities in each curriculum area in St John Fisher</li> <li>endeavour to remove barriers to learning</li> <li>develop a system for the self-evaluation of their curriculum area to support the maintenance of quality assurance within the department</li> <li>set an example of enthusiasm and professionalism</li> </ul>
Pupil Development and Progress	<p><b>Second in Departments work with Head of Departments to:</b></p> <ul style="list-style-type: none"> <li>taking account of their starting point, the proportion of pupils making and exceeding expected progress is high compared with national figures.</li> <li>pupils make rapid and sustained progress across the subject and learn exceptionally well.</li> <li>pupils' literacy is developed and opportunities for wider reading across the subject are promoted.</li> <li>pupils develop and apply a wide range of skills to great effect, in reading, writing, communication and mathematics. Opportunities are provided to ensure that they are exceptionally well prepared for the next stage in their education, training or employment.</li> <li>all pupils acquire knowledge quickly and develop their understanding rapidly in the curriculum area.</li> <li>the learning, quality of work and progress of groups of pupils, particularly those who are disabled, those who have special educational needs (including able, gifted and talented) and for those for whom the pupil premium provides support, show that they achieve exceptionally well.</li> <li>standards of attainment of all groups of pupils are at least in line with national averages with many pupils attaining above this. Particular focus is on closing the gap rapidly as shown as trends in a range of indicators. Where standards of attainment of any group of pupils are below those of pupils nationally, strategies are in place to close the gap rapidly. This includes attainment in reading.</li> <li>pupils who require intervention are identified swiftly and, working alongside the Head of Intervention, organises, monitors and evaluates KS4 intervention within the subject area.</li> </ul>
The Quality of Teaching	<p><b>Second in Departments work with Head of Departments to ensure that:</b></p> <ul style="list-style-type: none"> <li>teaching in all key stages is outstanding and never less than consistently good. As a result, all pupils in the department, including disabled pupils, those who have special educational needs and those for whom the pupil premium provides support, are making rapid and sustained progress.</li> </ul>

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	<ul style="list-style-type: none"> <li>• teachers have consistently high expectations of all pupils. They plan and teach lessons that enable pupils to learn exceptionally well across the subject.</li> <li>• teachers systematically and effectively check pupils’ understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning.</li> <li>• the teaching of reading, writing, communication and mathematics is highly effective and cohesively planned and implemented across the subject.</li> <li>• teachers and other adults generate high levels of engagement and commitment to learning across the subject.</li> <li>• consistently high-quality marking and constructive feedback from teachers ensures that pupils make rapid gains.</li> <li>• teachers use well-judged and often inspirational teaching strategies, including setting appropriate personal study that, together with sharply focused and timely support and intervention, match and differentiate accurately for individual needs. Consequently, pupils learn exceptionally in the subject.</li> </ul>
<p style="text-align: center;"><b>Behaviour and Safety</b></p>	<p style="color: red;"><b>Second in Departments work with Head of Departments to ensure that:</b></p> <ul style="list-style-type: none"> <li>• pupils’ attitudes to learning are exemplary.</li> <li>• parents, staff and pupils are unreservedly positive about both behaviour and safety in the department.</li> <li>• pupils’ behaviour to and from lessons is impeccable. Pupils’ pride in the department is shown by their excellent conduct, manners and punctuality and the standard of their work.</li> <li>• pupils are fully aware of different forms of bullying, including cyber-bullying and prejudice-based bullying, and actively try to prevent it from occurring.</li> <li>• skilled and highly consistent behaviour management by all staff makes a strong contribution to an exceptionally positive climate for learning. There are excellent strategies for improvements in behaviour over time for individuals or groups with particular behaviour needs.</li> <li>• all groups of pupils feel safe at school, in the department and classrooms at all times. Pupils understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe, including in relation to e-safety.</li> </ul>
<p style="text-align: center;"><b>Other Professionals</b></p>	<p style="color: red;"><b>Second in Departments work with Head of Departments to ensure that:</b></p> <ul style="list-style-type: none"> <li>• the pursuit of excellence in all of the department’s activities is demonstrated by an uncompromising and highly successful drive to strongly improve, or maintain, the highest levels of achievement and personal development for all pupils over a sustained period of time.</li> <li>• all staff in the department are highly ambitious for the pupils and lead by example. They base their actions on a deep and accurate understanding of the department, staff and individual pupils’ performance.</li> <li>• they robustly hold staff to account for all aspects of the department’s performance.</li> <li>• there are excellent policies which ensure that pupils have high levels of literacy, or pupils are making excellent progress in literacy.</li> <li>• they focus relentlessly on improving teaching and learning and provide focused professional development for all staff, especially those that are newly qualified and at an early stage of their careers. This is underpinned by highly robust appraisal which encourages, challenges and supports teachers’ improvement. As a result, teaching is outstanding, or at least consistently good and improving.</li> <li>• the department’s curriculum provides highly positive experiences and rich opportunities for high quality learning. It has a very positive impact on all pupils’ behaviour and safety and contributes very well to pupils’ academic achievement and their spiritual, moral, social and cultural development.</li> <li>• the department has highly successful strategies for engaging with parents to the benefit of pupils, including those who find working with the school difficult.</li> <li>• the department adheres to the school’s Code of Professional Standards and arrangements for safeguarding pupils are met.</li> </ul>

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	<ul style="list-style-type: none"> <li>• staff model professional standards in all of their work and demonstrate high levels of respect and courtesy for pupils and others.</li> <li>• through highly effective, rigorous planning and controls, Second in Departments, in liaison with Head of Departments ensure financial stability, including the effective and efficient management of financial resources such as the pupil premium and capitation funding. This leads to the excellent deployment of staff and resources for the benefit of all groups of pupils.</li> </ul>
<b>Professional Requirements</b>	<ul style="list-style-type: none"> <li>• To carry out other reasonable tasks from time to time as directed by the Headteacher</li> <li>• To contribute to the strategic direction of the school</li> </ul>
<p>This appointment is subject to the current conditions of employment of teachers contained in the School Teachers' Pay and Conditions Document, the required standards for Qualified Teacher Status, other current educational legislation and the school's articles of governance. Candidates should also refer to the most up to date Teacher Standards for the generic responsibilities of a main pay scale teacher.</p> <p>This job description may be amended at any time following discussion between the Headteacher and the member of staff, and will be reviewed annually.</p> <p><b>The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.</b></p> <p><b>The successful applicant will be subject to an Enhanced DBS disclosure.</b></p>	



## Second in English (TLR2A)

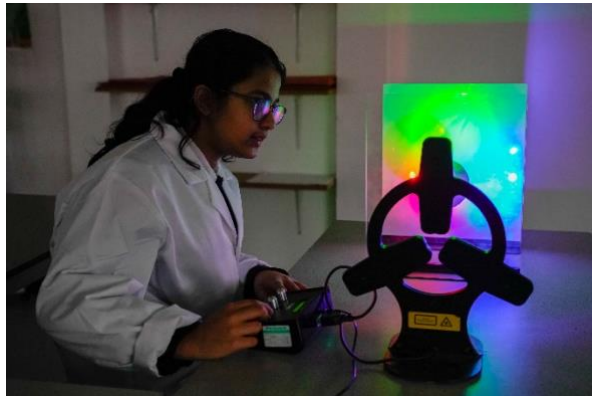
### Person Specification: Second in English (TLR 2A)

CRITERIA	ESSENTIAL	DESIRABLE	ASSESSED
<b>Faith Commitment</b>	<ul style="list-style-type: none"> <li>Committed to supporting the Catholic ethos of St John Fisher</li> </ul>	<ul style="list-style-type: none"> <li><b>Practising Catholic</b></li> <li>Catholic Certificate in Religious Education</li> </ul>	A, R, I
<b>Qualifications, Training and Experience</b>	<ul style="list-style-type: none"> <li>A good degree in a relevant subject area</li> <li>QTS</li> <li>A record of continued &amp; relevant professional development</li> <li>An excellent track record of their subject area from 11 to 16</li> <li>Involvement in initiatives that have shown significant impact, securing improved outcomes for young people</li> <li>Contribute to the whole school CPD programme</li> </ul>	<ul style="list-style-type: none"> <li>Additional qualifications</li> <li>Knowledge of current educational leadership and management practice and issues</li> <li>Evidence of working as a reflective practitioner, using a variety of approaches to secure on-going professional development</li> <li>Experience as an external marker</li> <li>Experience of a leadership role</li> </ul>	A, R
<b>Skills, Knowledge and Aptitudes</b>	<ul style="list-style-type: none"> <li>Excellent subject knowledge – an expert</li> <li>Outstanding classroom practitioner and committed to outstanding teaching and learning</li> <li>Forward thinker, visionary with a positive “can do” attitude and mindset</li> <li>Expertise in raising standards of learning and teaching</li> <li>Drive and enthusiasm</li> <li>A record of very good examination results at KS3/4</li> <li>Ability to lead by enthusing, inspiring and motivating staff and learners</li> <li>Flexible, positive approach to new courses, programmes and curricular design</li> <li>Excellent competence in the use of IT and a clear interest in the development of technologies for teaching and learning enhancement and acceleration</li> <li>Committed to and highly skillful in adaptative teaching and differentiation</li> </ul>	<ul style="list-style-type: none"> <li>Experience of working with colleagues from different curriculum areas</li> <li>Track record of raising achievement and progress especially key cohorts (Disadvantaged, HAP, boys, SEND)</li> <li>Ability to use data to inform planning and monitor progress</li> <li>Evidence of networking to improve standards and opportunities for all</li> </ul>	A, R, T, I

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	<ul style="list-style-type: none"> <li>• Commitment to inclusion coupled with high standards for all pupils</li> </ul>		
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Committed to supporting the Catholic ethos of St John Fisher</li> <li>• Excellent interpersonal and communication skills</li> <li>• Excited by change and challenges</li> <li>• Relentless pursuit of excellence in everything addressed</li> <li>• A positive and aspirational role model for students and colleagues</li> <li>• Good sense of humour</li> <li>• Capacity for hard work and resilience</li> <li>• Ability to form and maintain appropriate relationships and personal boundaries with learners</li> <li>• Ambitious with aspirations for Subject/Senior Leadership</li> <li>• Committed to the development of extended school activities including academic study support and enrichment</li> </ul>		A, I, R, T





# Application Process

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## Visits

If you would like to come and visit our school to help you in your application please contact us on

[recruitment@sjf.wigan.sch.uk](mailto:recruitment@sjf.wigan.sch.uk)

## Applying for the role:

Please use the following links to access the appropriate forms and guidance;

Teacher Application Form - [Click here](#)

Application Forms and GDPR Guidance - [Click here](#)

Recruitment Monitoring Form - [Click here](#)

Rehabilitation of Offenders - [Click here](#)

## Timescale

The deadline for all applications: **Wednesday 22 January 2025 at 12 noon.**

Interviews: **TBC**

## Further Help

If you have any questions or issues with your application please email [recruitment@sjf.wigan.sch.uk](mailto:recruitment@sjf.wigan.sch.uk)





# ST JOHN FISHER

## CATHOLIC HIGH SCHOOL

[www.sjfhs.co.uk](http://www.sjfhs.co.uk)

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