



BYRCHALL HIGH SCHOOL

YOUR SCHOOL

YOUR FUTURE

YOUR COMMUNITY!



CANDIDATE INFORMATION PACK
HEAD OF SCIENCE FACULTY

THINK SMART | LOOK SMART | BE SMART



October 2026

Dear Applicant

Re: Head of Science Faculty, MPS + TLR 1a, required for January 2027

Thank you for your interest in this post.

An outstanding and dynamic Science professional is required to start in January 2027. The post would suit someone wishing to develop their leadership skills and progress their career.

The Science department has a strong curriculum and is staffed by a team of organised and dedicated specialists. The school enjoys a stable and committed staffing and extensive CPD opportunities. It is a supportive environment providing substantial professional development and progression opportunities.

The main school is currently benefitting from a £32 million new build which includes excellent Science facilities.

Please find enclosed the following documents:

- ◆ Job Description
- ◆ Person Specification
- ◆ Application Form
- ◆ Information about the School
- ◆ Information about the Science Department

Applications should be returned to the School Office via email to delkin@byrchall.wigan.sch.uk, by 9.00am on Friday 16 October 2026 Please note that applications will be reviewed when they are received and the advert may close before deadline if position is offered to a suitable candidate.

If you have any questions about this post, or wish to visit the school, then please do not hesitate to contact Katrina Millward, Director of Learning: kmillward@byrchall.wigan.sch.uk

We strongly encourage all prospective applicants to browse our social media channels which provide an insight into school life.

Yours sincerely,

Mr P Paul
Headteacher

Instagram: @byrchall1588

X: @byrchall



GENERAL INFORMATION

Formerly the Ashton Grammar School, Byrchall High School is now an 11-16 co-educational Comprehensive School of 1000 students. The school takes its name from Robert Byrchall, the original founder of the school in 1588.

The school is governed by the Makerfield Academy Trust, which is a charitable company. The members of the Trust agree its visions and values. The Board of Directors set the strategic direction of the organisation, ensure the vision and values are upheld and ensure financial probity. The school has a Local Governing Body who oversees the leadership and management of the school.

The current Byrchall High School is a modern, forward looking establishment. We aim to be at the forefront of teaching and learning developments and are highly committed to CPD. Our emphasis on learning and achievement is allied to a strong moral and ethical dimension that reflects our founding principles. The school was judged as 'Good' in all areas by OFSTED in September 2022. They noted that the school has high expectations of what pupils should achieve, and it has a clear and ambitious strategy for school improvement. It said the pupils behave well around the site and that they have positive attitudes to their education.

Byrchall High School has a truly comprehensive intake, ranging from students who will go on to study at top universities to those who require additional support. All students are valued equally. Byrchall High School has a strong academic record.

Our students participate and achieve in a wide range of academic competitions including Debating and Public Speaking, the UK Maths Challenge, The Big Book Quiz, Engineering and Stem Challenges.

The school is situated on a very pleasant site on the outskirts of the small town of Ashton-in-Makerfield in the Wigan Local Authority. The school is opposite Haydock Park Race Course and very close to the junction of the A580 and the M6 motorway; it is, therefore, easily accessible from any number of directions and within easy reach of Manchester and Liverpool. The school's substantial new build programme opened in September 2024. This includes new sports facilities, drama studios, classrooms, dining facilities, Learning Resource Centre, Administration offices, SEN suite and specialist teaching rooms for Science, ICT, Product Design, Food, Art and Music





SCIENCE DEPARTMENT

Ethos

'Inspiring young scientists of the future, atom by atom'.

Vision

Science surrounds us. It is everywhere in our daily lives - all day, every day! We want Science to inspire students to explore the world around them and recognise and understand this. We aim to excite and enrich with the practical applications of the subject, teaching students that doing science develops our ability to ask questions, collect information, organise and test our ideas, problem-solve and apply what we learn. We want students to experience a personal sense of awe and wonder when understanding and explaining the natural world.

Science is a platform for building confidence, resilience, developing communication skills, and making sense of the world around us.

Science department

This is an exciting opportunity for a well-qualified, ambitious and inspirational teacher to join a team of experienced, professional and forward-thinking Science teachers. The team consists of ten full time Science specialists who are passionate about bringing Science to life in the classroom. The team meet every fortnight during dedicated professional development time which is focused on research and pedagogy.

The department has a suite of nine well resources laboratories which are supported by an experienced laboratory technician. As part of the new build we will have five newly built laboratories. All Science labs are fully equipped with a wide range of equipment including ICT which is bookable by Science teaching staff and is used regularly to support and enhance the curriculum. Staff work collaboratively to develop high quality teaching and learning resources that challenge and inspire students.

The department is well organised with well-structured schemes of work following a five-year progression pathway. Key ideas are revisited at regular intervals with increasing complexity according to the learner's cognitive ability and new learning is built upon previous learning.

In year 7 and 8 we offer a broad and balanced curriculum that supports, challenges and excites our students. Each scheme of work is planned to meet the needs of the national curriculum and provides opportunities to build on prior knowledge and skills from KS2 science.

During year 9, 10 and 11 students study the key concepts developed in lower school in more depth. The design of the spiral curriculum ensures students access the same key concept in different contexts to provide the opportunities to explore and delve deeper into their understanding. Students go on to study either combined science or three separate sciences.



BYRCHALL HIGH SCHOOL

In joining the team, you will be given the opportunity to contribute to the wider development and enrichment of science. Our students embrace a wide variety of STEM activities, clubs and workshops with industrial and college partners.

If you are an ambitious, enthusiastic, skilled classroom practitioner who is innovative and can demonstrate a real passion for science, with a commitment to make a difference to the lives of our students by raising standards, achievements and expectations, then we would welcome your application.

To support the successful candidate, we have a personalised and bespoke CPD programme tailored to individual aspirations and needs.



HEAD OF FACULTY - SCIENCE

1. INTRODUCTION

MAIN PURPOSE

- Under the reasonable direction of the Headteacher, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).
- Raise standards of student attainment and achievement within the whole curriculum area and monitor and support student progress.
- Be accountable for student progress and development across Science.
- Make a positive impact on curriculum delivery across the department.
- Implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and support a designated curriculum area as appropriate.
- Be accountable for leading, managing and developing the Science Curriculum.
- Manage effectively and deploy teaching/support staff, financial and physical resources within the department to support the designated curriculum portfolio.
- Facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
- Share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.
- Monitor and support the overall progress and development of students as a teacher/ Form Tutor

Line Management

Reporting to – Director of Learning

Liaising With

Headteacher, Senior Leadership Team, teachers and support staff, LA representatives, external agencies and parents.

Salary Scale

Classroom Teachers' Pay Scale + TLR1a payment

Working Time

Full time as specified within the STPCD

DBS Disclosure Level

Enhanced



2. TEACHING

- 2.1 Teach, students according to their educational needs, including the setting and marking of work to be carried out by the student in school and elsewhere.
- 2.2 Assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- 2.3 Provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- 2.4 Ensure that ICT, Literacy, Numeracy and school subject specialism(s) are reflected in the teaching/learning experience of students
- 2.5 Undertake a designated programme of teaching.
- 2.6 Ensure a high quality learning experience for students which meets internal and external quality standards.
- 2.7 Prepare and update subject materials.
- 2.8 Use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus.
- 2.9 Maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- 2.10 Undertake assessment of students as requested by external examination bodies, departmental and school procedures.
- 2.11 Mark, grade and give written/verbal and diagnostic feedback as required.
- 2.12 Some teaching outside the Science Department may be required.

3. STRATEGIC/ OPERATIONAL PLANNING

- 3.1 Lead Curriculum development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the curriculum area and department.
- 3.2 Lead the curriculum area and department's development plan and its implementation.
- 3.3 Plan and prepare courses and lessons.
- 3.4 Contribute to the whole school's planning activities.
- 3.5 Contribute to the strengthening of literacy across the curriculum and lead on designated aspects

4. CURRICULUM PROVISION

- 4.1 Ensure that the curriculum area provides a range of teaching which complements the school's strategic objectives.



5. CURRICULUM DEVELOPMENT

- 5.1 Lead the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the school's mission and strategic objectives.

6. STAFFING

- 6.1 Actively contribute to in the school's staff development programme by, leading and participating in arrangements for further training and professional development.
- 6.2 Continue own professional development in the relevant areas including subject knowledge and teaching methods.
- 6.3 Engage actively in the performance management review process.
- 6.4 Ensure the effective/efficient deployment of classroom support
- 6.5 Work as a member of a designated team and to contribute positively to effective working relations within the school.

7. QUALITY ASSURANCE

- 7.1 Help to implement school quality procedures and to adhere to those.
- 7.2 Jointly lead the process of monitoring and evaluation of the Science Faculty in line with agreed school procedures, including evaluation against quality standards and performance criteria. To seek/implement modification and improvement where required.
- 7.3 Review from time to time curriculum, methods of teaching and programmes of work.
- 7.4 Take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

8. MANAGEMENT INFORMATION

- 8.1 Maintain appropriate records and to provide relevant accurate and up-to-date information for MIS, registers, etc.
- 8.2 Complete the relevant documentation to assist in the tracking of students.
- 8.3 Track student progress and use information to inform teaching and learning.

9. COMMUNICATIONS AND LIAISON

- 9.1 Communicate effectively with the parents of students as appropriate.
- 9.2 Where appropriate, communicate and co-operate with persons or bodies outside the school.
- 9.3 Follow agreed policies for communications in the school.
- 9.4 Take part in liaison activities such as parents' evenings, review days and liaison events with partner schools.
- 9.5 Contribute to the development of effective subject links with external agencies.



10. MANAGEMENT OF RESOURCES

- 10.1 Contribute to the process of the ordering and allocation of equipment and materials.
- 10.2 Identify resource needs and contribute to the efficient/effective use of physical resources.
- 10.3 Co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and the students.

11. PASTORAL SYSTEM

- 11.1 Be a Form Tutor to an assigned group of students.
- 11.2 Promote the general progress and well-being of individual students and of the Form Tutor Group as a whole.
- 11.3 Liaise with a Pastoral Leader to ensure the implementation of the school's pastoral system.
- 11.4 Register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- 11.5 Evaluate and monitor the progress of students and keep up-to-date student records as may be required.
- 11.6 Contribute to the preparation of action plans and progress files and other reports.
- 11.7 Alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
- 11.8 Communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff.
- 11.9 Contribute to PSHE, Citizenship and Enterprise according to school policy
- 11.10 Apply the behaviour management systems so that effective learning can take place.

12. SCHOOL ETHOS

- 12.1 Play a full part in the life of the school community, supporting its distinctive mission and ethos and encouraging staff and students to follow this example.
- 12.2 Support the school in meeting its legal requirements for worship.
- 12.3 Promote actively the school's corporate policies.
- 12.4 Comply with the school's health and safety policy and undertake risk assessments as appropriate.



PERSON SPECIFICATION

HEAD OF FACULTY - SCIENCE

QUALIFICATIONS AND PROFESSIONAL DEVELOPMENT	Essential	Desirable
Qualified Teacher Status	✓	
An Honours Degree		✓

KNOWLEDGE AND UNDERSTANDING	Essential	Desirable
Understanding of curriculum requirements for Science and requirements for assessment, recording and reporting of pupils' attainment and progress.	✓	
Cope securely with subject related questions pupils raise.	✓	
Understand how pupils' learning in the subject is affected by their physical, intellectual, emotional and social development. Developments in the National Curriculum / GCSE	✓	
Ability to use ICT effectively		✓
An understanding of Health & Safety requirements as they apply to the practical elements of teaching.	✓	

PLANNING; the ability to:	Essential	Desirable
Identify clear teaching objectives and content and specify how these will be taught and assessed.	✓	
Set tasks which challenge pupils and ensure high levels of pupil interest.	✓	
Set clear targets for pupils' learning.	✓	
Provide clear structures for lessons and for sequences of lessons, in the short, medium and longer term which maintain pace, motivation and challenge for pupils.	✓	
Make effective use of assessment information when planning.	✓	
Ensure effective coverage of examination syllabuses and NC programmes of study.	✓	

TEACHING AND CLASS MANAGEMENT; the ability to:	Essential	Desirable
Use teaching methods which sustain the momentum of pupils' work and keep all pupils engaged.	✓	
Monitor and intervene when teaching to ensure sound learning and discipline.	✓	
Set high standards of behaviour through well focused teaching and positive relationships.	✓	



MONITORING, ASSESSMENT, RECORDING, REPORTING; the ability to:	Essential	Desirable
Mark and/or monitor pupils' assigned classwork and homework providing constructive feedback and setting targets for pupil progress.	✓	
Assess and record each pupil's progress systematically.	✓	
Prepare and present information reports to parents.	✓	
Assess pupils against attainment targets.	✓	

OTHER PROFESSIONAL REQUIREMENTS	Essential	Desirable
Undertake duties as set out in the Teachers' Pay and Conditions document.	✓	
Understand teachers' legal liabilities and responsibilities.	✓	
Establish good relationships with colleagues.	✓	
Carry out their duties in accordance with guidance from their line manager.	✓	
Participate in Continued Professional Development.	✓	
Provide pastoral support as a Form Tutor	✓	