



BRIDGEWATER
HIGH SCHOOL
LEARNING WITH PRIDE AND JOY

Lower School

Years 7-8
Hall Drive, Appleton
Warrington, Cheshire
WA4 5JL

Tel: 01925 263814

Upper School

Years 9-11
Broomfields Road, Appleton
Warrington, Cheshire
WA4 3AE

Tel: 01925 263919

THE EXPRESSIVE AND PERFORMING ARTS FACULTY

Information for Applicants

RECRUITMENT FOR

Head of Faculty – Expressive Performing Arts
FULL TIME PERMANENT

TLR 1B £12,519

REQUIRED FROM 1st SEPTEMBER 2026

CLOSING DATE: Friday 7th March 2026 at 12 Noon



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Bridgewater High School
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Cheshire WA4 3AE
Tel: 01925 263919

N.O.R. 1684

**HEAD OF FACULTY – EXPRESSIVE PERFORMING ARTS (TLR 1B £12,519)
(Full-time permanent)**

Required From September 2026

Join Our Expressive Performing Arts Team at Bridgewater High School.

At Bridgewater High School, our EPA faculty stands as a beacon of excellence, renowned for its innovation, creativity, and commitment to outstanding outcomes. With expertise spanning Art, Drama, Music and Dance our team consistently delivers exceptional results.,

We take immense pride in not only guiding students to achieve success in GCSE and BTEC across all subjects but also in fostering a culture of creativity, precision, and a passion for EPA. We aim to ensure our student experience the thrill of performing and the joined-up nature of creative subjects. Our students leave us equipped with the skills and confidence to excel in a rapidly evolving world.

As Head of Faculty, you will be leading a team with a strong ethic which revolves around support and trust on a daily basis. At Bridgewater High School we aim to work as one faculty, rather than as separate subjects, to maximise effective learning. We hold high expectations of our students and strive to achieve the highest possible standards of achievement for all. We celebrate this at all levels of ability and use trackers to monitor the progress of our pupils, which enables all members of staff to maintain a clear picture of the progress of individuals. You will join an innovative and supportive team who are committed to providing the students at Bridgewater High School with the very best education.

If you share our dedication to excellence, we would love to hear from you.

Closing date: Friday 7th March 2026 at 12 noon

Teacher Application forms can be downloaded from our website:

<https://bridgewaterhigh.org/job-vacancies/>

and returned to Jacqui McInnes j.mcinnis@bridgewaterhigh.com by the closing date

THE EPA FACULTY

The faculty at Bridgewater High School is made up of 13 members of staff, of which 3 are part time, with expertise in various areas including Art, Dance, Drama and Music. As Head of Faculty, you will be leading a team with a strong ethic which revolves around support and trust on a daily basis. At Bridgewater High School we aim to work as one faculty, rather than as separate subjects, to maximise effective learning. We hold high expectations of our students and strive to achieve the highest possible standards of achievement and performance for all. We celebrate this at all levels of ability and use trackers to monitor the progress of our pupils, which enables all members of staff to maintain a clear picture of the progress of individuals. You will join an innovative and supportive team who are committed to providing the students at Bridgewater High School with the very best education.

Key Stage 3

At Key Stage 3 pupils take Art, Dance, Drama and Music. Each of these subjects has 2 lessons within a fortnightly timetable

Key Stage 4

At Key Stage 4 the EPA option subjects are Btec Performing Arts Acting (Pearson), Btec Performing Arts Musical Theatre (Pearson), Btec Performing Arts Dance (Pearson), GCSE Music (Eduqas), GCSE Art (AQA) and GCSE Textiles (AQA). All option subjects receive 5 lessons within the fortnight

Further details on the EPA curriculum can be found on the school website:

<https://bridgewaterhigh.org/key-stage-3-subjects/>

<https://bridgewaterhigh.org/key-stage-4-subjects/>

PERSON SPECIFICATION

Head of Faculty **EXPRESSIVE PERFORMING ARTS**

Criteria	Essential	Desirable	Evidenced From
Qualifications	<ul style="list-style-type: none"> Good Honours Degree in a relevant subject Qualified Teacher status. 	<ul style="list-style-type: none"> Evidence of externally credited CPD work. 	<ul style="list-style-type: none"> Application form.
Professional Development	<ul style="list-style-type: none"> Updated professional skills including management development. 	<ul style="list-style-type: none"> Participation in work with other schools/agencies Experience of leading inset activities for others 	<ul style="list-style-type: none"> Application form Selection process
Experience	<ul style="list-style-type: none"> Proven track record of successful management in secondary education Management experience of 11 – 16 education Experience of leading or developing teams of people Proven technical skills. Experience of managing a curriculum 	<ul style="list-style-type: none"> Experience of engagement with outside organisations to improve the outcomes for students 	<ul style="list-style-type: none"> Application form.
Leadership	<ul style="list-style-type: none"> Capacity to provide creative and enriching leadership to the school Able to demonstrate behaviours that inspire and motivate others. 		<ul style="list-style-type: none"> Selection process.
Shaping the Future	<ul style="list-style-type: none"> Strategic thinker Experience of change management in a school setting Possess an educational vision with regards to Design and Technology Awareness of the way in which developing technologies can impact upon teaching, learning and management. Committed to sustained school improvement and a desire to enhance provision for all. 		<ul style="list-style-type: none"> Supporting statement Selection process

BRIDGEWATER HIGH SCHOOL

Criteria	Essential	Desirable	Evidenced From
Leading Learning	<ul style="list-style-type: none"> Evidence of management at a departmental level Success in raising student achievement through review, evaluation, intervention, and challenging target-setting Understanding of practical teaching and learning strategies and developing curriculum structure in terms of learning technologies. 	<ul style="list-style-type: none"> Experience of monitoring and evaluating the use of learning technologies Experience of employing data to enhance attainment and achievement 	<ul style="list-style-type: none"> Supporting statement Selection process
Leading and Managing Staff	<ul style="list-style-type: none"> Ability to lead and manage decisively within a collaborative ethos Ability to identify and develop strengths in individuals, groups, and systems. 	<ul style="list-style-type: none"> Experience of leading performance management processes Experience of leading whole staff INSET 	<ul style="list-style-type: none"> Supporting statement Selection process
Securing Accountability	<ul style="list-style-type: none"> Capacity to establish and monitor accountabilities Empowering staff at a departmental level with well-defined responsibilities and clear accountability Evidence of school improvement planning and review 	<ul style="list-style-type: none"> Experience of working with other faculty areas 	<ul style="list-style-type: none"> Selection process
Strengthening Community Links	<ul style="list-style-type: none"> Demonstrate commitment to extra-curricular enrichment 	<ul style="list-style-type: none"> Achievement in developing links with external partners and the wider community Experience of promoting school activities within a community 	<ul style="list-style-type: none"> Supporting statement Selection process

BRIDGEWATER HIGH SCHOOL

Developing Self and Working with Others	<ul style="list-style-type: none"> • Fluent and effective communicator • Able to establish professional working relationships with all members of the school community • Adhere to and encourages in others professional standards of fairness and integrity 	<ul style="list-style-type: none"> • Success in fostering parental support of students' learning and behaviour 	<ul style="list-style-type: none"> • Supporting statement • Selection process
Personal Qualities and Attributes		<ul style="list-style-type: none"> • Enthusiastic, energetic, and self-motivating • Intellectually versatile, perceptive, and innovative • Able to prioritise and delegate as • Comfortable in the public domain • Resilient and respond well to pressure • Capable of responding constructively to criticism • Possess a sense of humour and the ability to maintain a healthy work/life balance 	<ul style="list-style-type: none"> • Selection process
Safeguarding Children	<ul style="list-style-type: none"> • Committed to safeguarding and promoting the welfare of children and young people 		<ul style="list-style-type: none"> • Selection process

BRIDGEWATER HIGH SCHOOL

JOB DESCRIPTION

HEAD OF FACULTY: EXPRESSIVE PERFORMING ARTS
TLR 1B £12,519

PURPOSE

- To monitor and improve the quality of teaching and learning within EPA across all key stages.
- To raise standards of student achievement within the faculty, including the establishment of clear systems to monitor and support student progress at all key stages.
- To ensure the provision of an appropriately broad, balanced, relevant, and differentiated curriculum in accordance with the school's curriculum policy in EPA
- To effectively manage and deploy teaching/support staff, financial and physical resources within the faculty as a whole to support the progress of students in the curriculum area.
- To monitor and develop the professional practice of Faculty members.
- To ensure all relevant Health and Safety Processes are implemented and followed.

REPORTING TO

Appropriate Leadership Group Line Manager.

KEY TASKS

MONITORING & EVALUATION OF TEACHING AND LEARNING

- Provide a role model for the faculty in setting professional standards with regards to the teaching and learning
- Ensure there is a continuous programme of evaluation of classroom standards including lesson observations
- Manage behaviour for learning within the faculty
- Develop effective approaches to assessment for learning
- Use data to inform the strategic deployment of teachers and to monitor and evaluate standards within both the school and national context
- Narrow the gap for vulnerable pupils within the faculty
- Develop schemes of work, teaching and learning resources and strategies for the faculty
- Have up to date knowledge of national policy, pedagogy, classroom management strategies, research/inspection findings.
- Ensure that the faculty contribute to the Enrichment programme.
- Arrange the systematic sampling of pupils' work in all Key Stages for the purposes of monitoring standards across the faculty, including homework and marking.
- To formulate and lead the implementation of a strategy for EPA education across the school available to all students liaising with colleagues within and outside the department including other providers, as required

STAFF RECRUITMENT, INDUCTION & DEPLOYMENT

- Ensure effective deployment of colleagues across all key stages
- Ensure TLR post holders where relevant work effectively across all key stages
- Participate in staff recruitment/appointment arrangements
- Make arrangements for the induction of new staff within the faculty

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- Ensure relevant and up-to-date job descriptions are in place, including where appropriate, Support Staff
- Plan and monitor, in consultation with the Deputy Headteacher (Curriculum), staff timetables and rooming requirements
- Assist with arrangements for Initial Teacher Training as appropriate

STAFF MANAGEMENT, PROFESSIONAL DEVELOPMENT & SUPPORT

- Ensure a well managed and regular cycle of faculty meetings for the purposes of planning, consultation, and communication
- Ensure effective representation and participation, as appropriate, in the school's overall meetings cycle, including working parties and task groups
- Advise on the professional development of those within the faculty and contribute to the management and meeting of INSET needs
- Ensure effective use of 'Keeping in Touch' time for departmental colleagues.
- Carry out Performance Management requirements
- Support and monitor in particular the work of inexperienced colleagues and/or those with identified weaknesses.

COMMUNICATION

- Communicate, as appropriate, with governors, parents, partner primary schools for the purposes of Key Stage continuity, the LA and Examination Boards
- Participate in Line Management meetings with the Leadership Group
- Encourage communication/dialogue with colleagues in the school as a whole for the purposes of Whole School Improvement/Development
- Promote and support the school through contributions to publications and events e.g. Open Evenings.
- Attend and contribute to TCAT Hub Meetings.

SCHOOL AND FACULTY DEVELOPMENT PLANNING

- Stimulate discussion and participation in the production, implementation, and monitoring of the Faculty Development Plans
- Contribute to the formulation and implementation of the school's overall Improvement and Development Plans.

CURRICULUM ORGANISATION, DEVELOPMENT & REVIEW

- Ensure that the curriculum offered complies, where necessary, with national Curriculum requirements and is translated appropriately into Schemes of Work, including provision for SEN at all key stages
- Ensure the curriculum is well sequenced to ensure that students know more and remember more.
- Ensure all Faculty policies and procedures are communicated to staff, accessible to all, making reference where appropriate, to whole school policies especially Health and Safety responsibilities.
- Ensure a clear Faculty system is in place for the provision of work in relation to absent colleagues.

ASSESSMENT, RECORDING AND REPORTING

- Ensure a clear Faculty policy and arrangements for the assessment, recording and reporting of pupils' achievements and progress, in line with the Whole School policy, across all Key Stages
- Make appropriate arrangements for Public Examination entries in which the Faculty is involved
- Contribute assessment data for the purposes of examination estimates and pupil forecasts as appropriate
- Participate in regular reviews of pupil performance at Faculty and Whole School levels for the purposes of pupil target setting and Whole School analysis of performance.

STANDARDS OF BEHAVIOUR & DISCIPLINE

- Promote and support high standards of Behaviour and Discipline within the Faculty through effective implementation of the School's Behaviour Policy/School & Classroom Codes at all key stages
- Monitor the impact of the Behaviour Policy and Codes on standards in the faculty, in consultation with Pastoral and Achievement Managers and the relevant data base at all key stages
- Provide guidance and support to individual colleagues as appropriate.

MANAGEMENT OF DELEGATED BUDGETS

- Manage all monies delegated to the faculty from the general School Budget in consultation with the Finance Manager as appropriate
- Monitor the impact of Faculty spending on Teaching and Learning generally and in terms of value for money.

LEARNING ENVIRONMENT & RESOURCES

- Arrange for the appropriate purchase, deployment, storage, care and maintenance of Faculty stocks and other learning materials.
- Maintain and annually update Asset registers.
- Set out and monitor Faculty procedures for the general care of classrooms
- Promote and stimulate displays of pupils' work in classrooms and around the school generally
- Liaise as appropriate, with members of the Leadership Group and the Premises Manager, over general Site and Fabric issues
- Conduct appropriate risk assessments as required by the School's Health and Safety Policy and report relevant Health and Safety issues to the Premises Manager and/or the Business Manager.

WHOLE SCHOOL

- To undertake wider roles which may reasonably be requested by the Principal / Headteacher
- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be specifically identified.

THE SCHOOL AND ITS LOCATION

Bridgewater High School is a founder member of The Challenge Academy Trust (TCAT). Established in 2017, TCAT emerged from the shared vision of like-minded leaders from local primary and secondary schools in Warrington along with Priestley College. This vision was simple: a commitment to deep collaboration aimed at improving and enhancing outcomes for children and young people within our community, a responsibility we continue to uphold today.

Bridgewater serves a socially mixed, generally prosperous, area of South Warrington. The school is in the community of Appleton close to the M56, which provides excellent links with the motorway system.

We are a mixed aged 11-16 school, situated on two attractive sites approximately half a mile apart. Following an amalgamation of two schools in 1987, both sets of buildings have been adapted and extended.

The Lower School is a brick building of the late 1960's set in attractive grounds. In recent years, there have been substantial building and refurbishment programmes, which have added new classroom facilities, a new Art wing, new Technology facilities, (including ICT) and improved accommodation for Music, Dance and Drama in support of our status as a Specialist School for the Visual/ Performing Arts.

The Upper school facilities were extended in 2022 to include additional classrooms, science laboratories and food technology classrooms. The DT classroom at upper school has recently been refurbished. We have the joint use of Broomfields Leisure Centre, which provides the school with first-class sports facilities - swimming pool, dance studio, a large sports hall, fitness training room and a large all-weather floodlit games area.

Although we are a twin-site school pupils remain almost wholly on either lower or upper school sites throughout each day; they are not required to travel between sites, with the exception of some movement to maximize the use of sports facilities.

The twin-site organisation presents itself as both an opportunity and a challenge. It provides the opportunity for us to create two smaller school communities within a large school with the obvious benefit this brings. The organisation of each site, according to National Curriculum Key Stages, also helps us to develop the appropriate ethos of each site. Our policy requiring staff to travel between sites, however, demands high levels of personal organisation and a commitment to ensure that our curricular and pastoral systems operate fully and effectively.

The school was inspected by Ofsted in October 2022 and was judged 'good'. The report is available on our website or via the internet.

In recent years Bridgewater High School has been heavily oversubscribed not least because of the level of success in public examinations.

At The Challenge Academy Trust, we are building a culture that champions better work and working lives across the Trust; a framework to support and develop our workforce from 'hire to retire'. We are committed to providing a workload that is fair and reasonable, work environment where employee health and wellbeing are actively supported and promoted and structured personal and professional development.

Our staff offer also includes:

- Access to the Local Government Pension Scheme / Teachers' Pension Scheme.
- An Occupational Sick Pay Scheme (entitlements based on service).

BRIDGEWATER HIGH SCHOOL

- Access to TCAT+ our Reward & Wellbeing platform, including access to retailer discounts, a car lease scheme, discounted healthcare cash plan, cycle to work scheme and online resources to support physical, emotional, professional, financial, and social wellbeing.
- Access to a comprehensive CPD framework through 'Education Connect', our professional development arm, and online resources from the National College'.

SCHOOL AIMS

Bridgewater High School is committed to equality of opportunity for all and values diversity. Our commitment is that:

Every member of Bridgewater High School will develop and succeed through personal and academic growth.

Students will receive the highest quality, inclusive teaching of a broad curriculum, which provides rich knowledge and deep understanding.

Every student will develop personally through quality care, guidance and support, which instils resilience, empathy, respect and compassion.

Staff will receive professional growth and development opportunities, which afford them purpose, autonomy, and mastery of their responsibilities. They will be supported to manage their own wellbeing and that of the students they lead.

Bridgewater High School Students will be capable of placing themselves at the very front of any opportunity they wish, having been skilled up with the agency to navigate an exciting future for themselves.

Every student will leave understanding the benefits that inclusion and diversity brings to their daily lives, with memories that will be with them for the rest of their lives.

We live by our values that have been in the bricks and mortar of our school for decades, whilst others aim to ensure that our community has the values to flourish in a modern age.

Kindness – Pride – Integrity – Collaboration – Precision – Inclusivity

SCHOOL ORGANISATION: Leadership and Management

All staff contribute to the leadership and management of the school.

The school divides each year group into two halves which are equal in size and ability. These are called Stockton and Appleton, respectively. Students stay in these throughout their time here. Each year is supported by a Head of Year (HOY), an Assistant Head of Year (AHOY) and a Pastoral Assistant as well as a team of ten tutors. In addition, there is a faculty structure (English, Mathematics, Science, MFL, Technology, PE, Expressive and Performing Arts, Humanities, RE, ICT and SEN).

Support staff are led by a Business Manager who reports directly to the Principal and is a member of the School's Leadership Group.

BRIDGEWATER HIGH SCHOOL

The structure of the Leadership Group is as follows:

Leadership Group Structure

- Principal
- Headteacher
- Deputy Head (Upper School)
- Deputy Head (Lower School)
- 9 x Assistant Headteachers
- Business Manager

The school's leadership and management are actively supported by a Governing Body.

SCHOOL ORGANISATION: The Curriculum

The curriculum organisation of the school is based on a faculty structure. The school timetable operates on the basis of five (60-minute) periods per day and is scheduled over a two-week period.

Key Stage Three

Our aim throughout Key Stage 3 is to develop a wide variety of knowledge, skills and understanding as a sound foundation for the future. Pupils study all National Curriculum subjects: English, ICT, one or two Modern Foreign Languages, Mathematics, Science, Religious Studies, Design Technology, PE, History, Geography, Art, Dance, Drama, Music.

Pupil groupings vary according to subject areas, with pupils mainly set according to ability, from the beginning of Year 8 onwards. English and Maths begin setting in Year 7.

Arts subjects are taught in mixed ability groups.

Key Stage Four

Pupils continue to study Science, English, Mathematics, Religious Studies, PE, They choose from a variety of further subjects designed to reflect their own interests and abilities. These include Art, Textiles, French, German, Technology (Product Design, Graphics, and Food), Drama, Music, Geography, History, Business Studies, Physical Education, Dance, Computer Science and Performing Arts.

These courses lead to GCSE or BTEC qualifications.

SCHOOL ORGANISATION: Special Educational Needs and Disabilities

Our **Accessibility to the Curriculum Policy** supports our commitment to review our provision and equality of treatment of all pupils with any Special Educational Needs and Disabilities.

The **Special Educational Needs** of pupils are given careful consideration.

The school operates a Learning Support Centre to help those pupils experiencing difficulties adjusting to school life and is, also, the base for a local authority funded twenty-five place Designated Provision for students on the 'ASD' spectrum.

Provision is also made for the full integration of pupils with physical disabilities, in line with the Disability Discrimination Act.

BRIDGEWATER HIGH SCHOOL

THE STUDENTS

Currently, there are 1684 students on roll. The school increased its PAN for Year 7 to 360 in 2023. Students can contribute to the school in many ways not least through the Student Leadership Group.

THE STAFF

There are 104 teachers and 76 members of the support staff.

Teaching staff teach on both sites to ensure an overall balance of staff resources and to promote their career development. There is a regular minibus shuttle between the sites at the beginning and end of each lesson, break and lunchtime periods.

FINANCE

The school's finances are well managed, and the school has gained the Financial Management Standard in Schools.

TEACHER TRAINING

The Challenge Academy Trust runs a school direct training programme. Our School Direct Trainees are supported, challenged, and inspired to achieve their potential so that they in turn inspire the next generation to achieve the very best for themselves and their communities.

INTERNATIONAL LINKS

The school runs an extensive programme of visits abroad and includes student exchange visits to Germany and Marthas Vinyard.

EXTRA CURRICULAR ACTIVITIES

We operate a wide range of extra curricular activities throughout the year. Opportunities in the Arts, Sport, the Duke of Edinburgh Award Scheme, and subject enrichment are all available: further information can be found on the school's website.

LINKS WITH PARENTS

Traditional patterns of parents' evenings, interim reports, options evenings, information evenings, a school newsletter ('The Bridge') and an extensive website all support the strong links that exist with parents.

SAFEGUARDING CHILDREN

The Challenge Academy Trust is committed to promoting the safeguarding and welfare of children and young people and expects all staff and volunteers to share this commitment. All appointments are made subject to an Enhanced DBS check. We are an Equal Opportunities Employer, and our employment policies, procedures and practices are regularly reviewed to ensure compliance with legislation. We are committed to creating a workplace culture that is inclusive, positive, and fair with opportunity for all.