



Let Your Light Shine

If we love others, we live in the light. 1 John 2:10

Inspired by our Gospel Values we have a shared responsibility to:

1. create an environment of welcome, love and respect for each member of our learning family.
2. develop the unique gifts and talents of all, striving for excellence in everything we do.
3. live out our commitment to love, service and justice in the local and global community.
4. nurture the journey of faith and discovery for all.
5. celebrate and reflect on the love of God which is at the heart of all we are.



POST OF

Part Time
Teacher of English

Application Pack

Required as soon as possible

Permanent Part Time Teacher of English

MPS
0.4 Hours FTE

The Governors wish to appoint a qualified and enthusiastic temporary English Teacher to join a happy and vibrant faculty in this successful Catholic 11-16 High School.

This is an ideal opportunity for an ambitious specialist to join a supportive faculty and be part of a team of highly dedicated school staff. The post holder will be expected to teach to GCSE level in both English Language and English Literature.

Applications from experienced colleagues are welcome as well as NQTs and candidates of any faith or no faith.

“This is a school where pupils are confident, full of life, and considerate of others. Pupils are known well and cared about. Pupils behave well and work hard in class.”

OFSTED January 2020

Further information and an application pack are available to download from the school website:
www.st-maryshigh.lancs.sch.uk.

Please return completed application to recruitment@st-maryshigh.lancs.sch.uk

If you would like to speak to Mrs Ashley Crew, Head of English to discuss the post or arrange an informal visit please contact the school on 01772 339813

Closing Date: Thursday 20th January 2022 at 12 Noon

If you do not hear anything within four weeks of the closing date, you will not have been successful on this occasion

Proposed Interview Date: Week Commencing 24th January 2022

This post is subject to an enhanced disclosure with the DBS.
Brownedge St. Mary's Catholic High School is an Equal Opportunity Employer and is committed to ensuring the safety of all its children and young people

Dear Applicant

I am delighted to be writing to you as the new Headteacher of Browndedge St. Mary's Catholic High School. Having started my career here almost 26 years ago, I have a deep understanding of our school. It is truly a warm, welcoming and vibrant place to be, where we work as a family to support, challenge and care for one another, striving continuously for excellence and to be the best that we can be.

Here, at Browndedge St Mary's, we place Christ at the centre of our pupils' lives: a place to encounter the living God in all that we are and do. Christ becomes alive by integrating Gospel values into every aspect of teaching, learning and the totality of school life both inside and outside the classroom. As a school we challenge every member of our community to "Let Your Light Shine" and to develop their God-given talents to their full potential. By doing this we ensure that our pupils' journeys into adulthood are also journeys of faith from which grow values, aspirations and morals that inform their actions and choices as unique individuals.

Our school is an environment where pupils feel safe, cared for and confident to express themselves. As a result, excellent relationships are formed, based on mutual respect and care for one another. I am extremely proud of our hard working and dedicated staff who go beyond high-quality teaching and pastoral care and offer a rich extracurricular provision that ensures daily enrichment for all.

This is an exciting time for our school as it moves forward in the next phase of its journey to becoming an outstanding Catholic school. As an inspirational teacher of English. You will be working in a team that is passionate and committed to delivering the absolute best for all our students. If you are someone who has energy, determination and drive and are collaborative and build strong relationships then Browndedge is the community for you.

I hope you are the person we are seeking. Should you decide to apply please read the job description and person specification carefully as it is important that, in your letter of application, you can demonstrate how your current experience, skills and qualities meet the job profile, and in particular, how you meet the requirements of the person specification.

You are reminded that the closing date for applications is **20th January 2022 at 12 Noon**.

Browndedge St Mary's Catholic High School is committed to safeguarding and promoting the welfare of young people and expects all staff to share this commitment. The successful candidate will be subject to satisfactory Enhanced DBS clearance and all pre-employment checks to include satisfactory references.

If you join our team you will enjoy a full and purposeful career where you are valued, supported to develop and your hard work is recognised. I hope that, having read all the necessary information about our school, you are excited about applying for this position.

I look forward to receiving your completed application and reading what you have to offer our School.

Warm regards,



Mrs Nicola Oddie
Headteacher

BROWNEGE ST MARY'S CATHOLIC HIGH SCHOOL



School Context

We are an 11-16 Mixed Catholic Voluntary Aided High School in Bamber Bridge in the Diocese of Salford. There are currently 764 pupils on roll, with 750 pupils our preferred capacity.

The Mission Statement of Browndedge St Mary's expresses our intention to ensure that all pupils are given the opportunity to fulfil their potential using their unique talents gifted to them by God. Our inclusive ethos and high aspirations for our pupils commits us to providing opportunities that allow all pupils to develop as independent, confident and successful learners who enjoy learning and make good progress.

Through our Mission, we develop pupils' personal and moral values based on our Catholic ethos, teaching them respect for other cultures, religions and ways of life (including British Values) and ensuring that all know how to make a constructive contribution to the local, national and worldwide community.

Our curriculum is responsive to our local context and the profile of our cohort entry. Building on knowledge of pupils' prior learning, we ensure that pupils are challenged from day one through new and engaging learning. We ensure that our broad and balanced curriculum, delivered by specialist staff, equips our learners to transition into appropriate progression routes and ensures that pupils gain secure knowledge, transferrable skills and values which will allow them to lead successful and fulfilling lives.

Our curriculum has been designed and developed to ensure there is no cap on expectations and ambitions and meets the needs of different groups. It has been designed to be ambitious and to give all pupils, particularly disadvantaged pupils and pupils with SEND, the knowledge and cultural capital they need to succeed in life. We plan and sequence our learning such that all groups make good progress. Challenging concepts are revisited so that pupils can make sustained gains in new knowledge. In 2017 we adopted a Threshold Model, requiring all subjects to develop Progression Models to ensure that the curriculum is coherently planned and sequenced and that knowledge is acquired, remembered, built on and applied. We equip learners with the technical and subject-specific vocabulary to articulate precisely their learning, orally and in extended writing. We expect all learners to appreciate the value of reading widely for pleasure. All learners are engaged in an ambitious curriculum pathway, whether it be traditional EBacc, technical or vocational. Work undertaken on our curriculum intent and implementation has had impact. The deepening knowledge is starting to impact positively on GCSE outcomes with increased A8 and significantly improved P8 scores in GCSE 2019. We are committed to continuous improvement.

ENGLISH FACULTY INFORMATION

The English team are a group of forward-thinking, committed teachers, who have made huge improvements and developments in the recent academic year, under the leadership of the Head of Department. The department comprises of five full-time specialists, and one part-time specialist. The team are also fortunate to have a teaching assistant assigned to the faculty to support pupils within English where possible. We are also supported by a Second in English, and also have the school SENCO working within our team.

The department has made innovative changes to its curriculum intent and implementation this year, adopting an exciting, enquiry-based learning programme across Year 7 to 11. Each half-term's topic is now taught under the umbrella of a 'fertile question', which allows pupils to explore different elements of English in a broad and meaningful way. Some of the fertile questions include: 'Is fiction always fictional?' And 'Can words change the world?' The team work together and are reflective and evolutionary; regularly sharing resources and good practice with each other. We follow a collective vision, under the ethos of our Catholic school, where we seek to develop the God-given skills of every pupil.

Assessments take place every half-term in Year 7 to 10, with whole-school Summer Exams happening at the end of each year. The department effectively manage workload through a mixture of reading, writing and spoken language tasks being mapped out across the year. The English team systematically record and track summative assessments internally, as well as report externally according to the whole-school assessment calendar. The department also have a clear handbook for supporting all members of the team, which gives additional support for effective marking strategies. Moderation and standardisation occurs regularly within the team, and we have a number of experienced staff who also examine for the AQA GCSE Exam board for English Language and English Literature.

Logistically, the suite of five English classrooms are situated together on the first floor of the main school block, accessed by lift or stairs. Each member of staff works in a designated room and has ownership of displays and layout. Each room is equipped with a projector, desktop computer and interactive whiteboard. Teachers may also be equipped with a laptop by the school to use at home.

The English department also offer a range of extra-curricular opportunities for pupils: readers' group, writers' group, Rotary Youth Speaks competitions, as well as regular visits from authors (most recently Kathryn Evans, author of 'More of Me') and district competitions like Lancashire Book of the Year. We also celebrate the Hay Festival each year, and run House competitions within our department to promote the skills of our pupils. At least twice a year, we also invite the Scholastic Book Fair into school and, in conjunction with the school Librarian, we promote wider reading for pleasure as much as possible. Accelerated Reader is also currently used with Year 7 and 8 to improve and support pupils reading a broad range of appropriate texts.

The English curriculum currently follow the AQA syllabus for both English Language and English Literature.

We warmly welcome all applicants who feel they could work and contribute to this hardworking, dedicated team.

Job Description

Permanent Teacher of English

0.4 Hours FTE

Brownedge St Mary`s Catholic High School

To discharge the professional duties of teachers as described in the latest Pay and Conditions of Service document for Teachers in relation to: **Teaching, Assessments, Reports, Appraisal, Educational Methods, Discipline, Health and Safety, Cover, Public Examinations, Management, Administration and Other Activities.**

To discharge the professional duties of Assistant Headteachers as described in the latest Pay and Conditions of Service document for Teachers.

In addition to discharge those duties in keeping with the CES contract of employment and the stated Mission of the School:

Post title:	Teacher of English
Salary/Grade:	MPS
Responsible to:	Head of Subject, the Head Teacher, members of the Senior Leadership Team (SLT) and the Governing Body.
Supervisory responsibility:	The post holder may be responsible for the deployment and supervision of the work of teaching assistants relevant to their responsibilities.

Job Purpose	<ul style="list-style-type: none">• Be responsible for the learning and achievement of all pupils in their classes ensuring equality of opportunity for all.• Be responsible and accountable for achieving the highest possible standards in work and conduct.• Treat pupils with dignity and respect and act with honesty and integrity, building relationships rooted in mutual respect.• Contribute to pupils' moral, cultural, spiritual and citizenship development.• Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of their pupils.• Act within, the statutory frameworks, which set out their professional duties and responsibilities and in line with the duties outlined in the current School Teachers Pay and Conditions Document and Teacher Standards (2013) and to discharge those duties in keeping with the Catholic Education Service (CES) contract of employment and the stated Mission of the School.• Take responsibility for promoting and safeguarding the welfare of children and young people within the school.
Duties and Responsibilities	All teachers are required to carry out the duties of a schoolteacher as set out in the current School Teachers Pay and Conditions Document . Teachers should also have due regard to the Teacher Standards (2013). Teachers' performance will be assessed against the teacher standards as part of the appraisal process as relevant to their role in the school.

<p>Teaching and Learning Responsibilities</p>	<p>A teacher must:</p> <ol style="list-style-type: none"> 1. <u>Set high expectations which inspire, motivate and challenge pupils</u> <ol style="list-style-type: none"> a) Establish a safe and stimulating environment for pupils, rooted in mutual respect. b) Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions. c) Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. 2. <u>Promote good progress and outcomes by pupils</u> <ol style="list-style-type: none"> a) Be accountable for pupils' attainment, progress and outcomes. b) Plan teaching to build on pupils' capabilities and prior knowledge c) Guide pupils to reflect on the progress they have made and their emerging needs. d) Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching. e) Encourage pupils to take a responsible and conscientious attitude to their own work and study. 3. <u>Demonstrate good subject and curriculum knowledge</u> <ol style="list-style-type: none"> a) Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings. b) Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship c) Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject. 4. <u>Plan and teach well-structured lessons</u> <ol style="list-style-type: none"> a) Impart knowledge and develop understanding through effective use of lesson time. b) Promote a love of learning and children's intellectual curiosity. c) Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired. d) Reflect systematically on the effectiveness of lessons and approaches to teaching. e) Contribute to the design and provision of an engaging curriculum within the relevant subject area(s). 5. <u>Adapt teaching to respond to the strengths and needs of all pupils</u> <ol style="list-style-type: none"> a) Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively. b) Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development. c) Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
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	<p>6. <u>Make accurate and productive use of assessment</u></p> <p>a) Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.</p> <p>b) Make use of formative and summative assessment to secure pupils' progress.</p> <p>c) Use relevant data to monitor progress, set targets, and plan subsequent lessons.</p> <p>d) Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.</p> <p>7. <u>Manage behaviour effectively to ensure a good and safe learning environment</u></p> <p>a) Ensure pupils follow clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour using PARS, both in classrooms and around the school, in accordance with the school's behaviour policy.</p> <p>b) Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.</p> <p>c) Cultivate and maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.</p> <p>8. <u>Fulfil wider professional responsibilities</u></p> <p>a) Make a positive contribution to the wider life and ethos of the school.</p> <p>b) Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.</p> <p>c) Deploy support staff effectively.</p> <p>d) Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.</p> <p>e) Communicate effectively with parents with regard to pupils' achievements and well-being.</p>
<p>PERSONAL AND PROFESSIONAL CONDUCT</p>	<p>A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.</p> <p>1. <u>Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:</u></p> <p>a) Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions.</p> <p>b) Showing tolerance of and respect for the rights of others.</p> <p>c) Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs</p> <p>d) Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.</p>

	<p>2. Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.</p> <p>3. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.</p>
Pastoral System	<p>1.To monitor and support the overall progress and development of pupils within classes assigned.</p> <p>2.To act as a form tutor and carry out the duties associated with the role</p> <p>3.To contribute to the teaching of Learning for Life, Citizenship and Enterprise according to school policy.</p> <p>4.To attend regular training with regard to safeguarding and follow school and legal procedures when dealing with safeguarding issues, including referral to the DSP.</p>
School Ethos	<p>The governors of St. Mary's would encourage all staff to be involved in enrichment activities in line with the ethos of the school, specifically:</p> <p>1.To play a full part in the school community, to support its distinctive Mission and to encourage students to follow this example.</p> <p>2.To support the school in meeting its legal requirements for worship and to lead House acts of worship as requested.</p> <p>3.To contribute significantly, where appropriate, to implementing the policies and practices of the school and to promote collective responsibility for their implementation.</p>
Other	<p>1.Proactively participate with arrangements made in accordance with the Appraisal Regulations 2012</p> <p>2.Perform any reasonable duties as requested by the Head Teacher</p> <p>3.every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. The school will endeavour to make any necessary reasonable adjustments to the job and working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.</p>

Note

This job description is current at the date below but will be reviewed on an annual basis and, following consultation, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

Signature of post holder:

Date: / /

Signature of Head Teacher:

Date: / /

Person Specification

Teacher of English

Brownedge St Mary`s Catholic High School

As a Roman Catholic School, this post requires the successful candidate to be fully supportive of the Christian mission of the school.

Brownedge St. Mary's Catholic High School is committed the safeguarding and welfare of its children and young people. The successful candidate will need to share fully in this commitment.

Governors will consider applications on the basis of each candidate's ability to meet the criteria below.

Criteria are classed as Essential (E) or Desirable (D). Criteria will be evidenced through Application Form / Supporting Statement (A) and Interview (I)

		E/D	A/I/R
Faith Commitment	Fully supportive of the catholic ethos of the school	E	A
Qualifications, Experience and Professional Development	Qualified teacher status	E	A
	Degree or Equivalent / Appropriate English qualification	E	A
	Ability to teach English to KS3 and KS4	D	A, L, R, I,
	Excellent classroom practitioner with potential to be 'outstanding'	E	A,I,R
	Commitment to further professional development	D	I
Professional Knowledge and Understanding	Awareness of recent developments in English education	E	L,I
	Competent in the use of ICT for learning, teaching and administration	D	L,I
Personal Skills and Attributes	The ability to:		
	<ul style="list-style-type: none"> work effectively and collaboratively with a team of colleagues 	E	L, R, I
	<ul style="list-style-type: none"> motivate and inspire pupils 	E	L, I
	<ul style="list-style-type: none"> plan effectively for a variety of learning styles and abilities 	E	L,R, I
	<ul style="list-style-type: none"> Identify and use assessment information effectively to plan next steps in pupils' learning. 	E	L, R, I
	At ease with Christian ethos of the school	E	I
	Effective interpersonal and communication skills	E	I
Application Form and Supporting Statement	The application form must be fully completed and legible. The supporting statement should be clear, concise and related to the specific post (maximum 2 sides A4, font size 12).		

GCSE OUTCOMES FOR 2019

Progress 8 score	-0.07
Attainment 8 score	44.6
Percentage of students achieving grade 5 or above in English & maths GCSEs	34.6%
Percentage of pupils entering the EBacc	31.5%
Percentage of pupils staying in education or employment for at least 2 terms after key stage 4	95%

Our recent visit from Ofsted confirmed our school continues to be a GOOD school.
(January 2020).

Extracts from the report include:

“This is a school where pupils are confident, full of life, and considerate of others. Pupils are known well and cared about. Pupils behave well and work hard in class.”

“Pupils said that they feel safe and can be themselves in this school community. Bullying almost never happens.”

“Pupils said the wider curriculum is a strength of the school. It provides them many new experiences. Staff go out of their way to provide pupils with extra activities and school trips. Pupils use these opportunities to find out about the wider world and what they enjoy and are good at.”

“Staff help all pupils to access the curriculum equally. Most parents and carers of pupils with special educational needs and/or disabilities (SEND) are full of praise for the school. They say their children receive excellent support from staff. They achieve well.”

“Pupils develop as good and successful citizens. They learn how to contribute and make a difference to the world in which we live.”

“Pupils pay attention, try hard and behave well in lessons. This good behaviour extends beyond lessons. Pupils are happy and orderly between lessons, and at break and lunchtime.”

“Most pupils achieve well in their examinations, across almost all subjects. This includes pupils with SEND, who move on to well-chosen courses after Year 11. Disadvantaged pupils’ examination results are improving year on year.”

