

# Application Pack

## PRINCIPAL TEACHER OF HISTORY





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## Headteacher Designate – Richard Charnock

In September 2022 I shall have the privilege and honour of beginning as Headteacher of Our Lady's Catholic High School following the retirement of our present Headteacher, Nigel Ranson. I have served as Deputy Headteacher of the school since 2013 and I am looking forward to leading our school on the next step of its journey. Following the relocation of the present post-holder, Governors are now seeking to appoint a well-qualified, enthusiastic and outstanding teacher to lead our History Curriculum Area. The successful applicant will be an outstanding teacher of History and will teach at Key Stage 3 and Key Stage 4.

Our Lady's Catholic High School is a highly successful oversubscribed 11–16 mixed High School of 900 pupils serving mainly the Catholic community in the north of Preston. We have an excellent reputation and are consistently ranked as a high performing school. We place an emphasis on helping each child reach their full potential and provide a safe, loving environment where our pupils can grow and develop to become One of Ours.

Behaviour and relationships in our school are outstanding as recognised by Ofsted in December 2012 when we were rated as Outstanding in all four areas of assessment. In 2018 our Section 48 Denominational Inspection recognised our school as "An Outstanding Catholic School" in all areas. All of teachers use our highly respected and successful system for managing behaviour and relationships called 'Behaviour 4 Learning'. This is supported by a sophisticated system for rewarding pupils for being fit to learn and for commitment to school life.

Potential candidates are very welcome to visit our school and see for themselves our wonderful pupils and staff. Should you wish to visit please contact Pam Stott using the details on the final page.

We look forward to receiving your application.

## School information for candidates

### Introduction

Our Lady's Catholic High School is a highly successful, oversubscribed, 11–16 mixed High School of 900 pupils serving mainly the Catholic community in the north and west of Preston. As a Voluntary Aided high school, we are part of the Catholic Diocese of Lancaster. The Rt Rev. Paul Swarbrick is our Bishop.

### History of Our Lady's Catholic High School

Our school was founded in 1988 as the result of a lengthy consultation process within the Diocese of Lancaster. The then five Catholic secondary schools were reduced to three. The two schools which amalgamated to form Our Lady's were: St Edmund Campion in Lea and St Cuthbert Mayne, which already occupied the current site of Our Lady's in Fulwood. Our school's identity is very much defined by the parishes and the ten primary schools which form our family, and these have ensured a clear continuity from the two former high schools.

### Our Ethos and Mission

Our Lady's is first and foremost a Catholic School. It follows from this that the ethos of our school should reflect the values proclaimed by Christ in the Gospels and recognises the unique value of each individual.

Our Mission is to be a Faith Community which, through following Gospel Principles, acts as a positive example, both within our own and our extended community.

### Core Principles

Everyone at Our Lady's has the right to:

#### Develop their faith in a supportive context

At Our Lady's this means we remain true to the teachings of the Holy Catholic Church while respecting the traditions of all faiths. We look to support all people in developing a love of God and their fellow people both within and outside of our school community

#### Work and learn to the best of their abilities

At Our Lady's this means that pupils should be well prepared for lessons by bringing the correct books and equipment. In class pupils should help others to learn by trying hard, listening well and being aware of the learning needs of others. Staff should be well prepared by planning appropriate, challenging lessons and providing regular feedback on progress. Everyone should value their gifts given by God and contribute to the life of our school

#### Be treated with respect at all times

At Our Lady's this means that we should speak in a way that supports others and helps each individual to grow and feel a welcome part of our school community. Opportunities, help and support will be given to all pupils and staff regardless of their gender, faith, race or background.

#### Feel safe

At Our Lady's this means that disagreement should always be resolved through discussion. The behaviour of everyone should contribute toward creating a calm and peaceful community. People who have worries about bullying behaviour should be taken seriously, their concerns investigated and appropriate action taken. Everyone should look out for others and report any concerns.

*“In all my years of school Masses, I have  
never experienced such a wonderful, prayerful  
celebration of Mass”*

**MICHAEL CAMPBELL OSA,  
BISHOP OF LANCASTER**

### **Our Pupils**

Our catchment has remained very stable for many, many years. There are insufficient Catholic pupils in our family of Catholic primary schools to fill our 180 places. Hence, we offer about 40 places to pupils of other faiths. In recent years we have been very heavily oversubscribed with around 240 first place choices for our 180 places and well over 700 applications overall. We therefore have a wonderfully diverse population with strong numbers of Muslim, Hindu and Sikh pupils and a variety of other Christian faiths. Our percentage of baptised Catholics is about 75%. None of our families ask for their children to opt out of any of our collective worship programme as they are all ‘One of ours’. There is no academic selection of any kind nor social selection based on number of church attendances. Some of our wards are affluent and others are very disadvantaged indeed. We serve the absolute range of society with our overall population skewed slightly to more advantaged.

*“Students are focused,  
mature, confident... friendly and happy”*

**LANCASHIRE SCHOOL ADVISER**

### **An Outstanding School**

In 2004 we were designated a high performing Mathematics and Computing Specialist School and this remained until the government abandoned the specialist school concept in 2011. In 2012, Ofsted assessed our school as outstanding in every category, as did the Diocese of Lancaster in their Section 48 Inspection the following year. This was confirmed by the Diocese in 2018 when they inspected us again. Ofsted have not visited since and we expect to be inspected at any point.

*“This is an outstanding  
Catholic school that provides  
an education which enables  
students to flourish”*

**SECTION 48 INSPECTION**

*“Exciting and well structured  
Teaching enables students to make outstanding  
progress. Lessons are purposeful,  
highly relevant and stimulating. As a result,  
students are motivated to learn, as one told  
an inspector, ‘I enjoy school because lessons  
are interesting”*

**OFSTED**

### **Catholic Teaching Alliance**

In 2014 we were awarded the status of National Teaching School. Our plan was to create the Catholic Teaching Alliance (CTA), an association of Catholic schools, mostly within the Diocese of Lancaster, where the Catholic teachers and educational leaders of the future are trained. In part, this was a response to one of our objectives from our 2012 Ofsted report which was to ‘Share more widely outstanding practice evident in school, for the benefit of students and teachers, including the use of digital technology to aid learning.’ It was also an expression of our belief in working in partnership with other schools for the greater good of Catholic education and to develop succession planning. The core business of the CTA is initial teacher training which we do in partnership with the University of Cumbria. The CTA base is here at Our Lady’s in the Training Centre,

a bespoke building from which both administration and many taught elements take place. To date we have trained approaching 250 people as potential teachers within our Catholic schools.

In 2021 the government changed the Teaching School system to one that is led by far fewer Teaching School Hubs. We did not meet the criteria to apply as our Ebacc figure was too low. We are therefore no longer a Teaching School as of this September, but the work of the CTA continues with strength.

### **Abacus Maths Hub**

In 2018, following a competitive selection process, we became a pilot Maths Hub school with a view to becoming a lead school of a Maths Hub two years later. At the end of the first year of the pilot we were asked to become the joint lead school with Cardinal Newman College and so was created the Maths Hub, Abacus North West which serves over 600 schools. Cardinal Newman College is the outstanding Catholic VI Form college in Preston and the significant majority of our pupils progress there.

### **Inspection Data Summary Report**

2019 subject data in our Inspection Data Summary Report typically puts us in the highest 20% of schools nationally for a high number of the attainment and progress indicators, whilst absence and persistent absence are typically in the lowest 20% of schools nationally.

Our examination results for 2020 and 2021 have been pinned to those of 2019. This feels fair as the cohorts are very similar.

**“One of the top 10% of non-selective  
schools in England and one of the best schools in the country for  
securing superb GCSE outcomes, addition  
value to their students’ achievements and  
outperforming expectations for their pupils”**

**CHIEF EXECUTIVE SSAT**

### **Behaviour & Relationships**

We are very proactive about bullying and discrimination of any kind. We teach about such matters in our PSHE programme; we research regularly with our pupils and staff to discover instances and we deal robustly with all examples.

Behaviour and relationships in our school are outstanding. Our teachers use our highly respected and successful system for managing behaviour and relationships called, ‘Behaviour 4 Learning’. This is supported by a sophisticated system for rewarding pupils for being fit to learn and for commitment to school life. Our reward system is valued greatly as exemplified by how our pupils, from years 7 to 11, all wear their badges every day on their school jumper with pride. Our uniform is simple, affordable and is worn consistently by everyone. When you put on our uniform, you put on our school, because you are One of Ours.

**“Behaviour is consistently outstanding”**  
**LANCASHIRE SCHOOL ADVISOR**

## Information about the Curriculum Area

All pupils in Years 7, 8 and 9 are taught History in academic sets for three hours per fortnight. The History Department comprises a team of three specialist teachers. At KS4 History is an option subject and together with Sociology, which is part of the department, is one of the most popular options. History results have been strong and in 2019 (the last externally assessed GCSEs) 31% of pupils achieved Grade 7+, and 68% of pupils achieved Grade 4+.

Facilities for the teaching of History are outstanding. There are three suited History rooms with interactive white boards and projectors, in addition to storage rooms and an office.

At KS3, topics are adapted from the national curriculum whilst ensuring its ambition is met. Topics are selected to enhance and enrich pupils' learning and understanding of past and present issues; and where appropriate placed in the context of our local area. The history curriculum is carefully planned and structured to ensure that current learning is linked to previous learning, whilst the department's approaches are informed by varied and effective pedagogy. We aim to ensure that all pupils: gain a coherent knowledge and understanding of Britain's past and that of the wider world which helps to stimulate pupils' curiosity to know about the past; be encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement; begin to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. Our scheme of work is fluid and mobile. Different areas are under constant consultation and evaluation through formal and informal liaison.

All pupils are offered a rich and ambitious experience of History and study the full breadth of the History curriculum in order to develop knowledge and skills. The department has high expectations and ambition for SEND pupils by recognising the individual's needs. This enables the pupil to develop at their own pace and enjoy the benefits and opportunities of History at KS3 and KS4.

To further our pupils' understanding and love for the subject, History offers students a range of experiences outside of the classroom environment. These opportunities are designed to develop students' learning experience and their cultural understanding of the world around them. Various experiences include a GCSE History trip to Berlin, a trip to Thackeray Museum, Leeds, and a visit Quarry Bank Mill. Also, students get the opportunity to partake in Parliament workshops, run mock elections, experience activities to mark the Holocaust and Remembrance.

The culture of the History department is to work collaboratively and share best practice both formally and informally. We have an open-door arrangement to enable us to work effectively as a department and liaise and share on a day-to-day basis. Part of Development Time is set aside to share new ideas and initiatives, as well as constantly reviewing our live SoW. The department enhance their own subject knowledge in a variety of different ways including reading, podcasts and webinars.

## Job Description

### Principal Teacher (HISTORY): Job Description OUR LADY'S CATHOLIC HIGH SCHOOL

#### 1. **Job Purpose and Accountability**

Principal Teachers at Our Lady's Catholic High School have a prime responsibility to promote the core principles of the school as a Catholic Christian community. In supporting the Catholic ethos of our school one of their prime duties is to manage prayer at the start and end of the day.

They provide professional leadership and management for their school/subject area to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils. They are accountable for a significant, specified responsibility focused on teaching and learning that is not required of all classroom teachers. (Ref STRB/RIG)

This is a key post within the school reflecting considerable responsibility towards individual pupils and staff. The primary responsibility is to ensure that each student is cared for, is stimulated to learn and enjoys engaging with their subject. The Principal Teacher is a leading figure in the school whose task as a leader is to be alert to the needs of the school in general. You should, by example, inspire others to a general contribution to the development of the school, taking part in consultation that is necessary to this development.

You are required to uphold all of the Teachers' Standards in all aspects of your work.

The Key Leadership Behaviours which contribute to success at this level are:

<b>Self Awareness</b> Emotional Self-Awareness* Accurate Self-Assessment* Self-Confidence	<b>Social Awareness</b> Empathy Organisational Awareness* Service Awareness*
<b>Self Management</b> Emotional Self-Control* Transparency* Adaptability Achievement orientation Initiative Optimism*	<b>Relationship Management</b> Developing Others* Inspirational Leadership Change Catalyst Influence Conflict Management* Teamwork and collaboration

Ref The Emotional Intelligence Model developed by Daniel Goleman/Hay Group



\* Research into teacher effectiveness (Hay McBer 2001) indicated levels in each Emotional Intelligence competency for Main Professional Grade teachers

1. All staff are ultimately responsible to the Headteacher.
2. You are directly responsible to Mrs Eve Howard, Deputy Headteacher.
3. Your immediate responsibility for subject teaching and department matters is Mr Adrian Gormally, Assistant Headteacher.
4. Your immediate responsibility in respect of Form Tutor Duties is your Head of Year.
5. You are responsible for the teaching groups and the Form Group assigned to you.

As Principal Teacher of the HISTORY department you play a major role in:

- Formulating the aims and objectives of the department
- Establishing the policies through which they shall be achieved
- Managing staff and resources to that end; and
- Monitoring progress towards their achievement
- Monitoring and developing numeracy across the school

## 2. **GENERIC – TEACHER**

### **General Professional Duties:**

#### **2.1 Principal**

- 2.1.1 to promote Our Lady's Mission Statement and to carry out the professional duties of a teacher as circumstance may require, implementing the policies of the school which underpin good practice and the raising of standards
- 2.1.2 to play a professional part in the development of the school and take a positive approach in the raising of standards, pupil achievement and development of the learning environment

#### **2.2 Particular Duties:**

- 2.2.1 to perform in accordance with any directions which you may reasonably be given by the head teacher from time to time, such particular duties as may reasonably be assigned to you

#### **2.3 Teaching**

- 2.3.1 to plan and prepare courses and lessons
- 2.3.2 to teach the pupils assigned, including the setting and marking of work to be carried out by the pupil in school and elsewhere
- 2.3.3 to promote the general progress and well-being of individual pupils and of any class or group of pupils assigned and the development of Our Lady's as a Christian Community
- 2.3.4 to insist on high standards of behaviour, uniform and appearance
- 2.3.5 to insist on high standards of punctuality
- 2.3.6 to check the attendance of pupils at each lesson, keep a register and follow-up any absences which cause concern

#### **2.4 Assessments and Reports**

- 2.4.1 to assess, record and report on the development, progress and attainment of pupils
- 2.4.2 to communicate and consult with the parents of pupils, consulting with Principal Teachers as appropriate
- 2.4.3 to communicate and co-operate with persons or bodies outside the school, consulting with Principal Teachers as appropriate
- 2.4.4 to provide or contribute to oral and written assessments, reports and references relating to individual pupils and groups of pupils as appropriate

## **2.5 Appraisal**

- 2.5.1 to participate in arrangements made for the appraisal of their performance and that of other teachers

## **2.6 Review Induction Further Training and Development**

- 2.6.1 to review from time to time methods of teaching and programmes of work, development and management of activities relating to the curriculum, organisation and pastoral functions of the school
- 2.6.2 to participate in arrangements for further training and professional development as a teacher including undertaking training and professional development which aim to meet needs identified in appraisal objectives or in appraisal statements
- 2.6.3 in the case of a teacher serving an induction period pursuant to the Induction regulations, participating in arrangements for his supervision and training

## **2.7 Educational Methods**

- 2.7.1 to advise on and co-operate with the head teacher and other teachers (or any one or more of them) on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements

## **2.8 Discipline, Health and Safety**

- 2.8.1 to maintain good order and discipline among the pupils and safeguard their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere
- 2.8.2 to encourage a clean environment in the Department and generally in school

## **2.9 Staff Meetings**

- 2.9.1 to participate in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements

## **2.10 Cover**

- 2.10.1 to supervise and so far as practicable teach any pupils whose teacher is not available to teach them in accordance with the provisions in the conditions of employment, School Teachers' Pay and Conditions and any appropriate local agreement
- 2.10.2 except in the case of a teacher employed wholly or mainly for the purpose of providing such cover, teachers shall only be required to 'rarely cover'

## **2.11 Public Examinations**

- 2.11.1 to participate in arrangements for preparing pupils for public examinations and in assessing pupils for the purpose of such examinations; to record and report such assessments

## **2.12 Management**

- 2.12.1 to contribute to the selection for appointment and professional development of other teachers and support staff, including the induction and assessment of new teachers and teachers serving induction periods pursuant to the Induction Regulations
- 2.12.2 to assist the Headteacher in carrying out threshold assessments of other teachers for whom he has management responsibility
- 2.12.3 to co-ordinate or manage the work of other staff
- 2.12.4 to take such part as may be required of him in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school
- 2.12.5 If you have a teaching and learning responsibility it is linked to a clearly defined job description which is detailed separately in Section 4 and which is part of your conditions of employment.

## **2.13 Administration**

- 2.13.1 to participate in administrative and organisational tasks related to such duties described above, including the direction or supervision of persons providing support for the teachers in the school
- 2.13.2 the first bullet point above does not require you routinely to undertake tasks of a clerical or administrative nature which do not call for the exercise of a teacher's professional skills and judgement
- 2.13.3 without prejudice to the generality of the second bullet point above the School teachers' Pay and Conditions Document contains a list of Administrative and Clerical tasks falling within the scope of that bullet point
- 2.13.4 to attend assemblies, register the attendance of pupils and supervise pupils, whether these duties are to be performed before, during or after school sessions
- 2.13.5 to ensure that necessary information is relayed to pupils as appropriate
- 2.13.6 to ensure that necessary information is relayed to Principal Teachers as appropriate
- 2.13.7 to contribute to the organisation of tasks specific to the Department

#### 2.14 **Working Time**

- 2.14.1 to be available for work for 195 days in any school year, of which 190 days shall be days on which you shall be required to teach pupils in addition to carrying out other duties (those 195 days shall be specified by the head teacher)
- 2.14.2 to be available to perform such duties at such times and such places as may be specified by the Headteacher for 1265 hours in any school year, those hours to be allocated reasonably throughout those days in the school year on which you are required to be available for work
- 2.14.3 under this contract you will not be required to undertake midday supervision and you will be allowed a break of reasonable length either between school sessions or between the hours of 12 noon and 2.00pm.
- 2.14.4 in addition to the requirements set out in the first two bullet points above you are required to be available to work such reasonable additional hours as may be needed to enable you to discharge effectively professional duties in accordance with the provisions in the conditions of employment, School Teachers' Pay and Conditions and any appropriate local agreement. The amount of time required for this purpose beyond the 1265 hours and the times outside the 1265 specified hours at which duties shall be performed shall not be defined by the employer.

### 3. **GENERIC – POST OF ADDITIONAL RESPONSIBILITY – TLR2**

At Our Lady's Catholic High School, a teacher receiving a payment for a Teaching and Learning Responsibility should demonstrate knowledge and understanding of:

- School improvement and effectiveness strategies including the process of school self-evaluation
- Processes and systems for quality assurance within subject area(s)
- Principles and practices in relation to managing learning and teaching, people, policy and planning, resources and finance
- Principles and practices of effective leadership and management of change
- The application of information and communications technology (ICT) to learning, teaching and management of the subject area(s)
- Principles of curriculum planning
- Financial planning, stock inventory and resource planning

#### 3.1 **Impact on educational progress beyond your own assigned pupils, assuming responsibility and accountability for:**

- 3.1.1 the major subject area of HISTORY;



- 3.1.2 the development, implementation, delivery, co-ordination, monitoring, evaluation and measurement of impact on pupil performance of HISTORY and the reporting of results and progression to a variety of audiences;
- 3.1.3 implementing the National Curriculum in so far as it impacts on the HISTORY Department;
- 3.1.4 the process of Department Improvement Planning in HISTORY;
- 3.1.5 inspiring others by example to build positive relationships and uphold the ethos of the school.

### **3.2 Leading, developing and enhancing the teaching practice of others:**

- 3.2.1 To initiate and participate in departmental coaching including observation to assist colleagues' performance and aid collaboration and sharing of good practice (in line with the new OFSTED framework development and whole school self-evaluation)
- 3.2.2 To develop and apply observation techniques for the measurement and analysis of the quality of learning taking place in HISTORY classes. (In line with new OFSTED framework developments and whole school self-evaluation policy)
- 3.2.3 To provide consistent professional support, guidance and encouragement and act as a role model for colleagues within the HISTORY department and our school as a whole
- 3.2.4 To develop and lead appropriate HISTORYCPD to raise attainment.

### **3.3 Accountability for leading, managing and developing HISTORY across the curriculum:**

- 3.3.1 To use all available data to accurately predict results within HISTORY;
- 3.3.2 To lead in the use data to inform subsequent teaching strategies across all classes
- 3.3.3 To identify pupils and groups of learners at risk of underachievement and to support additional input to ensure success in HISTORY

### **3.4 Line management responsibility for a number of people, assuming responsibility for:**

- 3.4.1 All staff teaching HISTORY, ensuring that they have all necessary schemes of work, resources and relevant data and up-to-date subject information and guidance;
- 3.4.2 Monitoring and evaluating the work of all individual staff in relation to the individual student attainment within each group.

## **4. SPECIFIC DUTIES**

### **Principal Teacher – HISTORY Department**

- 4.1 You will take lead responsibility for the welfare, behaviour and attainment of all pupils studying in the HISTORY department. This role will require you to maintain and update records for and communications with the relevant pupils, staff and parents.
- 4.2 You will take responsibility for the oversight, management and development of the HISTORY Department and work with the relevant member of the senior management team ensuring that realistically achievable targets are set ensuring that the process is fully understood by all parties (pupils, staff and parents), monitored, reviewed and effectively implemented within the HISTORY Department. You will assist in developing documentation and resources for this process, making use of school ICT based data management systems.
- 4.3 You will assist in the management and development of a monitoring system using a variety of methodology to include observation. Such monitoring must be recorded and disseminated to the appropriate audience. You will provide support as and when required to ensure that staff are aware and fully understand the standards expected in the process of delivery of HISTORY.
- 4.4 You will ensure that the strategy in the HISTORY department for recording progress and attainment is coherent and effective.
- 4.5 You will oversee the budget for the HISTORY department and the ordering of replacement equipment.
- 4.6 You will lead the school on numeracy across the curriculum ensuring it remains a focus for all departments.

- 4.7 You will liaise with the SEN team, appropriate Learning Managers and the Assistant Headteacher in charge of groups of learners and ensure that the special needs of SEN pupils and all other groups of learners are met in the HISTORY department.
- 4.8 You will be responsible for reporting issues relating to Health & Safety in the HISTORY department to Mrs J Scott.

### **Note**

The above job description may be reviewed during the academic year. It may also be amended at any time, but before this happens you will be given appropriate opportunities to discuss any proposed amendments.

**This job description forms part of the contract of employment of the person appointed to the post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future.**

**The appointment is subject to the current conditions of employment in the School Teachers' Pay and Conditions Document as they relate to Assistant Headteachers**

## How to apply

### The process

#### Application

If you wish to apply, please email your completed application form to Pam Stott, Headteacher's PA, at [ptt@olchs.lancs.sch.uk](mailto:ptt@olchs.lancs.sch.uk) or alternatively post your completed forms and address to Pam Stott, Headteacher's PA, Our Lady's Catholic High school, St Anthony's Drive, Fulwood, Preston PR2 3SQ. Please note that only Catholic Education Service application forms will be accepted and that you should not enclose a Curriculum Vitae.

Within the CES Application Form there is a space for your SUPPORTING STATEMENT. We ask that you include a clear and concise statement with original views, in which you should outline:

- your overall educational philosophy informed by experience;
- specific recent evidence of successful teaching at examination level and at Key Stage 3;
- details of any recent innovation for which you may have been responsible, if appropriate;
- an outline of the strengths you could bring to Our Lady's Catholic High School.

#### School visit

Prospective candidates are welcome to visit the school to see for themselves the high standards that we expect of both pupils and staff. If this is what you wish to do, please contact Pam Stott, Headteacher's PA, at [ptt@olchs.lancs.sch.uk](mailto:ptt@olchs.lancs.sch.uk)

#### Closing date

Please ensure that your completed application form arrives by **Thursday, 19 May 2022 (12 noon)**.

#### Shortlisting

Shortlisting for the post will take place shortly after this date. Shortlisted candidates will be informed by telephone and details of the selection process will then be sent out by email. If you have not been shortlisted, we will inform you of this in writing shortly after the appointment has been made.

#### Selection process

Details of the selection process will be made available to shortlisted candidates once shortlisting has been completed.

Our Lady's Catholic High school is committed to safeguarding and promoting the welfare of the children and young people and we expect all staff and volunteers to share this commitment



## Summary

<b>Type of School</b>	Secondary Voluntary Aided
<b>Denomination</b>	Catholic
<b>Age Range</b>	11 – 16
<b>Number of Pupils</b>	903
<b>Number of Teaching Staff</b>	53 FTE
<b>Number of Support Staff</b>	51.5 FTE
<b>School Group</b>	6
<b>Start Date</b>	September 2022
<b>Salary Range</b>	Main scale plus TLR 2a (£6,698)
<b>Visits to school</b>	email <a href="mailto:ptt@olchs.lancs.sch.uk">ptt@olchs.lancs.sch.uk</a> to arrange
<b>Closing Date for Applications</b>	Thursday, 19 May 2022 (12 noon)