



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

Permanent Part Time
Geography Teacher

0.5 FTE

Application Pack

Required ASAP

Permanent Part Time Teacher of Geography – 0.5 FTE

The Governors wish to appoint an enthusiastic and passionate teacher of Geography. You will join a happy and vibrant faculty in this successful Catholic 11-16 High School. We are looking for an appropriately qualified specialist geography teacher who is ambitious and has the ability to motivate and inspire pupils.

You will be joining a forward thinking and hardworking department comprising of experienced teachers who are committed and talented practitioners, have a passion for their subject and who deliver high quality learning through working closely together to achieve the best possible outcomes for our students.

The successful candidate will be:

- A passionate educator with the skills and determination to make a significant difference to the lives of our students in sharing our mission to let their light shine
- An inspirational classroom practitioner with proven record of raising the attainment of students of all abilities

If you share our values, have the vision and drive for excellence and want to be part of an enthusiastic, dedicated and well sourced team, committed to ensuring that students fulfil their potential, then we would like to hear from you.

Applications from NQTs are positively welcomed as well as from more experienced colleagues

“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

Informal discussions and visits to the school can be arranged by contacting school on 01772 339813

Closing Date: Monday 7th October 2024 at 12 noon

We reserve the right to close this post should we receive suitable applications prior to the closing date. Therefore, we would encourage early applications.

Proposed Interviews Monday the 14th of October 2024

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

Please note that in line with Keeping Children Safe in Education 2024 an on-line search will be carried out as part of our due diligence on shortlisted Candidates.

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

BROWNEGE ST MARY'S CATHOLIC HIGH SCHOOL

Letter from the Headteacher



Dear Applicant

I am delighted to be writing to you as Headteacher of Brownedge St. Mary's Catholic High School. Having started my career here almost 30 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 Brownedge 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 Geography, 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 Brownedge 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 **Monday the 7th of October 2024**.

Brownedge 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 775 pupils on roll. This has increased year on year, and we are now oversubscribed in Years 7 to 9. In May 2022 we went through an extensive refurbishment and added a new school entrance, new toilet facilities and developed new ICT suites, RE classroom, staffroom, music room and school dining facility for pupils.

The Mission Statement of Brownege 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.

Five years ago, 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. These are constantly revised and amended from reflection of what our pupils need to know and when best to teach it. 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. We are committed to continuous improvement.

In January 2020, we were visited by OFSTED who recognized that we are a continuously **GOOD** school.

In November 2022, we were visited by the Catholic Schools Inspectorate who recognized that we are **OUTSTANDING** in terms of our Catholic Life and Mission and Collective Worship and our RE Faculty were **GOOD** in terms of curriculum provision, outcomes and leadership.

GEOGRAPHY FACULTY:

The geography team is a small team of two enthusiastic, committed and experienced teachers, who have had some very good GCSE results in terms of progress over the last few years. These improvements are down to the development of our curriculum intent and implementation over the years. Each half-term's topic is now taught under the umbrella of a 'fertile question', which allows pupils to explore different elements of Geography in a broad and meaningful way. Some of the fertile questions include: 'Are there too many people?' and "Can we save the planet. At KS4, the geography curriculum currently follows the AQA GCSE syllabus. The team works together closely, regularly sharing resources and good practice with each other. We are also keen to develop the use of new technology in the classroom, with both year 7 and 8 now having access to iPads. We follow a collective vision, under the ethos of our Catholic school, where we seek to develop the God-given talents of every pupil.

Our Vision

Geography is about making connections between people and the environment in which they live so it is important that we make the connection between the classroom and the outside world by looking at current events, through discussing the big issues of our time and by asking those difficult challenging questions.

It is through making those connections that we make learning interesting, engaging and inspiring enough to trigger students' fascination about the world in which they live. The big idea that encompasses this is the idea of Global Citizenship: that we as good Catholics and good Human Beings have a duty of care to look after each other and God's planet in which we live; that we are all interdependent. Throughout all the different units of work that we study is the key idea of sustainability and how our actions are good for the environment and good for society.

Intent

The geography course at Brownedge St Mary's has been designed to engage and inspire students in order to trigger the student's fascination and curiosity about the world and its people that will hopefully remain with them for the rest of their lives. Our aim is to enable students to this by:

- allowing students make connections between people and the natural environment
- allowing them to understand the interdependence between people and the natural environment
- gathering a deeper understanding of the physical and human processes that create world in which they live and how they are interdependent.
- applying their knowledge and understanding to real and current events.
- allowing students to develop new geographical skills to help to analyse and interpret data which will become increasingly complex year on year.
- allowing students have a clear understanding of the idea of sustainability and global citizenship
- developing students as critical thinkers and good problem solvers.
- developing our students' understanding about the diversity of worlds, people, places, resources and natural environments.
- developing their curiosity by getting them to ask good questions about the human and physical environment in which we will all live.
- engaging students in big topical issues and current events through using geography in the news.
- challenging students to discuss and debate the big issues of the day to show them they have a voice.
- linking students learning from across a range of different subjects through cross curricular themes with English, Science, RS and L4L to further make connections and increase relevance.
- helping students understand that the world is dynamic and changing so we all have to adapt to the challenge that presents.

- providing lots of opportunities to learn beyond the classroom after school and on trips in which students can gain a greater experience of the wider world.

Assessments take place every half-term in Year 7 to 10, with whole-school Summer Exams happening at the end of each year. We systematically record and track assessments internally, as well as report externally according to the whole-school assessment calendar. Moderation and standardisation occurs regularly within the team, and as mentioned we have two experienced staff who have been examination markers for the AQA exam board.

Logistically, the two geography classrooms are situated next to each other on the third floor of the main school block, accessed by lift or stairs. Each member of staff works in a designated room and has ownership of the displays and layout. Each room is equipped with a projector, desktop computer and interactive whiteboard. Teachers may also be equipped with an iPad or laptop by the school to use at home.

The geography department also offers some extra-curricular opportunities for pupils as well as a regular trips to Iceland. We also run House competitions within our department to promote the skills of our pupils.

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

Mr Goodall (Head of Geography)

Job Description

Teacher of Geography Permanent Part Time 0.5 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:	Permanent Part Time Teacher of Geography 0.5 FTE
Salary/Grade:	MPS/UPS Point in line with the current School Teachers' Pay and Conditions Document.
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 <u>School Teachers Pay and Conditions Document</u> . Teachers should also have due regard to the Teacher Standards (2013). Teachers' performance will be assessed against the teacher <u>standards</u> as part of the appraisal process as relevant to their role in the school.

<p style="text-align: center;">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. 6. <u>Make accurate and productive use of assessment</u>
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	<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><u>7. 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><u>8. 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>PART TWO: 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><u>1. 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>

<p>Pastoral System</p>	<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>
<p>School Ethos</p>	<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>
<p>Other</p>	<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. Whilst 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: / /

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Signature of Head Teacher:

Date: / /

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Person Specification

Teacher of Geography Permanent Part Time 0.5 FTE 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) Interview (I) Letter (L) and References (R)

		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 Geography	E	A
	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 Geography	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
	Willingness to contribute to liturgy		
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).		

THE APPLICATION PROCESS

Applicants should submit an application form along with a formal supporting letter addressed to the Chair of Governors detailing why they would like to be considered for the role.

The letter of application should be a maximum of 2 sides of A4, Arial Font size 12, with normal margin settings.

The letter of application should be

- Be accurate and legible
- Be underpinned by an overall philosophy and understanding of Catholic education and how you will support the distinctive ethos of the school
- Be clear and concise clearly outlining how your experience has prepared you for the post
- Outline a clear educational philosophy and link this with the requirements of the post including your future professional aspirations

Please return all completed application forms and supporting documentation to
recruitment@st-maryshigh.lancs.sch.uk

Extracts from our recent inspection reports

Ofsted confirmed our school continues to be a GOOD school. (January 2020)

“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.”

Catholic Schools Inspection confirmed our school to be GOOD, with outstanding judgements in Catholic Life and Mission and Collective Worship. (November 2022)

KEY STRENGTHS OF THE SCHOOL INCLUDE:

“The pastoral provision is exceptional”

“The school is extremely welcoming, and the sense of community is palpable”

“(Gospel) values are lived out, permeate the school and are exemplified by strong positive relationships resulting in a united and joyful community”

“There is exceptional readiness to take on roles of leadership, responsibility and service resulting in a strong community that reflects the diversity of St Mary's”

“Students are extremely respectful”

“Student leadership opportunities are varied and extensive”

“Students clearly understand they are part of a Catholic family whose core values come from Jesus. They embrace this, value it highly and actively contribute... In essence, students find the school's ethos inspiring.”