St Benedict's Catholic High School

Information for

FULL TIME, TEMPORARY POST

SUBJECT LEADER - TECHNOLOGY

TLR 1A (£7,718pa)

at

St Benedict's Catholic High School, Whitehaven

Required for February 2019

ABOUT ST BENEDICT'S CATHOLIC HIGH SCHOOL

St Benedict's Catholic High School is an 11-19 school, with a current roll of 1039 students and a well-established Sixth Form (the West Cumbria Sixth Form), incorporating post-16 students from St Benedict's School, St Joseph's School in Workington, and also schools in the surrounding area. At present around 130 students study in the Sixth Form. The school's last Ofsted inspection took place in September 2014 and was judged to be 'good' with outstanding features. The school serves a wide catchment area in West Cumbria. It is a true comprehensive school with students of all abilities and diverse backgrounds. The school is inclusive, recognises its faith mission, but welcomes all. A new Campus-style facility incorporating the rebuild of St Benedict's and the re-location of Mayfield Special School is nearing completion. This £33m investment is to be available to students and the wider community from January 2019.

Location
The Georgian port of Whitehaven is situated on the Irish Sea coast a few miles away from the western boundary of the Lake District National Park. The school is in the Hensingham area of Whitehaven, which is the principal town of Copeland, with a population of approximately 25,500. Local housing in the town and the attractive surrounding countryside is generally affordable. The school serves an economically deprived area but nearly all students who join the school in Year 7 remain with us until at least Year 11 and often into the Sixth Form. The vast majority of, and often all, students leave for Higher or Further education, apprenticeships or employment.

Ethos
As a Catholic school we have a strong sense of faith and seek to nurture the God-given gifts in our staff and our students through encouraging a sense of self-awareness, self-worth, and self-fulfilment, so that our students have every opportunity to flourish spiritually and become highly employable individuals ready to take their place as tomorrow's role models in society.

The purpose of our school is to respond to the needs of each individual child; touching the heart and developing the whole personality by fostering qualities of mind, body and spirit, feeling and imagining in a supportive Catholic community.

"We need to see each child as a gift to be welcomed, cherished and protected." (Pope Francis)

School and the Community
St Benedict's School regards itself as a learning community and understands the importance of its place in Whitehaven and the surrounding area. Although an economically deprived area, the town has a relatively small number of major nuclear related industries. The Sellafield reprocessing plant is located approximately 8 miles from the school. Historically speaking, the school has sought to specialise in engineering, but the opening of a university technical college nearby has enabled St Benedict's to re-define its areas of excellence. Post-16 courses are academic and the emphasis in the sixth form is on high academic provision and achievement. The school is aware of its setting, which is adjacent to the Lake District National Park and world-class nuclear technologies. There are good relationships with a number of large and medium-sized industry and business providers. The school seeks to specialise in academic provision recognising the highly technological context it finds itself in.

The school has explored the relationship between its curriculum offer and the leading edge technology and industry surrounding it and work has begun on re-focussing provision to ensure that students emerging from St Benedict's have the essential skills and qualities to succeed in higher education and employment. This is a rurally isolated geographical area, which is however, globally recognised as one of energy excellence; the school seeks to match this with educational excellence. The proposed new NuGen nuclear plant, which is designed to address the country's energy shortfall (creating 5,000 jobs during the construction phase and 600 jobs when operational), at Moorside if constructed, provides an exciting opportunity for the area. The students at the school are quite likely to provide the future workforce for the decommissioning process at Sellafield and the proposed nuclear plant at Moorside. The school is aware of the opportunities presented in the future if a nuclear geological disposal facility is created in the area. The school already has strong relationships with the Nuclear Decommissioning Authority, James Fisher Nuclear, Atkins, and the University of Manchester's Dalton Institute.

Current and Future Developments
Most recently, St Benedict's School has become a strategic partner in a number of teaching school alliances and is currently working towards providing leadership support for a number of schools in conjunction with the Local Authority and the National College for Teaching and Leadership. The school is also playing a very significant part in system leadership within and beyond Cumbria, and is helping to develop a strategic approach to school improvement through the development of the Cumbria Alliance of System Leaders (CASL) and, more locally, an alliance of West Coast based system leaders (LASL).

What We Want for Our Students as part of the Whitehaven Campus
In a word – excellence.

A set of the widest possible curriculum experiences, which result in students leaving the school eminently employable, responsible and civic young people, who are confident and aspirational individuals. We want to create a set of experiences that recognise that our students are 21st century learners. We want to place strong emphasis on creating tomorrow's workforce by helping to supply academically able young people ready to take up employment opportunities in energy generation, and particularly high technology, low carbon and renewable energy. We want to create high-tech engineers, but the engineers for tomorrow who are inherently artistic and creative, as well as technological. Our learners need to develop problem-solving abilities, flexibility, the ability to access, select and analyse information from appropriate sources, write accurately and well, be numerate, be able to present and communicate effectively orally, demonstrate independence of thought, the ability to assess risk and make well-informed decisions, co-operate as part of a team, be adventurous, have a sense of responsibility and self-discipline, prepared to challenge stereotyping and negative thinkers, be critical thinkers in a range of contexts, able to demonstrate initiative, and ethical decision-making processes, and to have high levels of technological literacy. Taken overall, we aspire to a sense of "ganas".

Our curriculum needs breadth, depth and challenge, and to contain a totality of experiences which are coherent, enriched, and flexible with well-paced progression. This provision will result in excellent academic outcomes. As a faith school, we will also produce well-rounded individuals with a sense, not just of faith, but of civic responsibility/education. Our students will develop knowledge and skills, but above all, a positive attitude to learning and life. The experiences we seek to provide whilst academic, will also be personalised and inclusive, and involve significant learning outside the classroom.

The essential attributes our students will be given are an enthusiasm and motivation to learn, a determination to achieve a high standard of education, but equally importantly, be open to new ideas, be resilient and enterprising, and blessed with self-respect, respect for others, and a deep sense of well-being and personal fulfilment.

ACADEMIC ORGANISATION

Key Stage 3
Currently we have a seven or eight form entry and students are divided into two parallel bands of equal ability.

Within each band students are set according to ability in:-		
English	History	Science
French	Mathematics	
Geography	Religious Education	

The remaining subjects:-	
Art	Physical Education
ICT	Performing Arts
Technology (including Food Technology and Design Technology) are taught in smaller mixed groups based on the half year band.	

Currently in Years 8 and 9 German is offered to the more gifted linguists.

Key Stage 4
At Key Stage 4 the vast majority of students follow one of two pathways. A small group of students follow courses at Level 1 or below if appropriate for them. Click on the link below for further information:

http://www.st-benedicts.cumbria.sch.uk/wp-content/uploads/2018/02/Year-9-Options-Book-2018.pdf

It is possible to take 2 languages at Key Stage 4. We also offer the three separate sciences. To make this possible it becomes one of their option choices. In partnership with local schools and the FE College we also offer some vocational courses.

Key Stage 5
At the end of Year 11 students are encouraged to stay on into the West Cumbria Catholic Sixth Form which is part of St Benedict's High School.

The courses offered in the 6th Form for 'A2' (Year 13) and AS (Year 12) are:-		
Art	Geography	Physics
Biology	General Studies	Product Design
Business (BTEC)	German	RS: Ethics & Philosophy
Business Studies	Health & Social Care Applied	Science Applied
Chemistry	History	Sociology
Computing	Hospitality (BTEC)	Sport (BTEC)
English Language	IT (BTEC)	
English Literature	Maths	
French	Further Maths	
EPQ	Performing Arts	

Level 2 courses are also offered. All students study 3 A Levels, exceptionally a student may study 4. A high proportion of 6th formers go on to study each year at higher education level to degree level.

ADVERTISEMENT

SUBJECT LEADER – TECHNOLOGY

TLR 1a (£7,718)
Required for February 2019
(Maternity Cover for 1 year or until the return to work of the postholder, whichever is sooner)

We are seeking to appoint a dynamic, inspirational and talented Subject Leader to direct the work of this department, along with our experienced team of specialist teachers.

This is a rare opportunity for an ambitious, enthusiastic and visionary candidate to direct the future of a key department at a time of significant development for the school as a whole. The school is moving to a brand new, purpose-built Campus in January 2019. This is a uniquely funded project (not PFI/EFA) and the design has allowed us to be innovative! We are looking for a colleague who has the drive, passion and a proven track record within the subject from Key Stage 3 through to A level, and who has the vision, commitment and determination to raise standards across all levels and abilities.

St Benedict's School is committed to safeguarding and promoting the welfare of its students. All applicants are subject to the requirements of the Safeguarding Children and Safer Recruitment in Education guidelines. This will include checks with past employers and the need for the successful applicant to hold or undergo a suitable enhanced DBS disclosure.

For further information, please download an information package and application form from our website at www.st-benedicts.cumbria.sch.uk. Email enquiries to J E Green, PA to the Headteacher, at jean.green@st-benedicts.cumbria.sch.uk or tel 01946 692275.

Closing date for applications: 12.00noon on Monday 19th November 2018.

SUBJECT LEADER JOB DESCRIPTION

Position Title:	**Head of Design & Technology**		
Reports to:	**Assistant Headteacher with responsibility for STEM, Leadership of Science, the More Able, CIAG**	**Cost Centre:**	
Department:	**Design & Technology**	**Job Code:**	
Location:	**St Benedict's Catholic High School**	**Grade:**	

1. JOB PURPOSE:

Leadership is about providing a clear sense of direction and purpose. The core purpose of the Subject Leader is to provide professional leadership and management which will secure a relevant curriculum, high quality learning opportunities, effective use of resources and improve standards of achievement for all students. Management is about using the systems and structures in place, which enable the school to function efficiently and effectively. The Subject Leader is the key figure in raising standards of student achievement.

To provide effective and strategic leadership and management thereby building and maintaining an effective teaching team which continually enhances the quality of learning and achievement and manage the various resources (including staffing) made available to the department with the object of providing the most effective and efficient learning opportunities for the students of the school; bearing in mind the School's Mission Statement and its aims and objectives.

2. ACCOUNTABILITIES:

The Subject Leader acting as a Strategic Leader and Manager of a Subject Area will:

- Be supportive of the school's Mission Statement, overall aims and objectives which have the central goal of developing the school as a truly Christian environment in which the Gospel is lived and experienced by all members of its community.
- Be responsible to the head and governors for the development of Design & Technology.
- Give clear direction to those who share in the teaching and learning of the subject area.
- Establish, foster and encourage commitment to a well-informed set of aims providing direction and a sense of purpose for both students and colleagues.
- Establish short, medium and long–term plans for the development and resourcing of the subject linked to the needs of students and colleagues.
- Establish and implement clear curriculum policies and practices based on the school's Statement of Intent.
- Establish and implement clear policies and practices for assessment for recording and reporting, including the use of SIMS.
- Ensure that policies and practices take account of national development in the subject and wider educational context, and to keep up to date with national developments in teaching and learning within the subject and disseminate this information to teaching colleagues.
- Lead by example and provide a good role model for colleagues and students.
- In consultation with colleagues in the department, devise, implement, monitor and evaluate a Department Improvement Plan ensuring that specific objectives are delegated in accordance with the school's performance management policy.

- To disseminate information concerned with whole school improvement strategies to all colleagues within the department.
- Supporting, guiding and motivating teachers of the subject, and other adults.
- Evaluate through self – review the effectiveness of teaching and learning, the subject curriculum and progress towards targets, to inform future priorities and maintain an evidence base.
- Take a leading role in the selection and appointment of new colleagues within the department.
- Prioritise and manage one's own time effectively, between the demands made by classroom teaching, subject management and involvement in whole – school development.

Key Outcomes:

A Learning, Teaching and the Curriculum

- Have the expertise and subject knowledge required of the lead professional for a subject area.
- Work with the Assistant Headteacher to ensure that the best curriculum provision is available for all students and that high quality teaching and learning is the core business of the school.
- Work with Directors of Learning and the Learning Mentors to ensure that success is celebrated and underachievement by any individual student, or group of students is identified and addressed.
- Deliver an appropriate and engaging curriculum for all students, both in the formal timetable and in enrichment activities.
- Assure wide variety of teaching and learning styles being adopted by all teachers in the department.
- Support teachers and other colleagues within the department through lesson observation and relevant feedback and coaching where appropriate.
- Provide a climate for learning. This will be evidenced through effective use of the rewards policy, oversight of displays, and liaising with parents.
- Implement effective and supportive grouping arrangements, thoughtful deployment of staff, schemes of work, policies and documentation.
- 21st Century technology being applied appropriately to the learning situation as well as in administration.
- Liaison with the school's Examination Officer to implement internal examinations and prepare students and parents for external examinations.
- Consultation with the Director of Teaching & Learning Quality, Assistant Headteachers and Directors of Learning to establish academic targets for Key Stage 3, GCSE and post 16 grades for individual students.

B Monitoring, Evaluation and Improving

- Using the OFSTED/SEF Framework and Teachers' Standards to undertake a process of self-evaluation for continuous improvement.
- Monitor and evaluate the efficiency, effectiveness and performance of the subject area in all aspects, including that of colleagues through taking a strategic role in Performance Management and facilitate the necessary professional development for all colleagues in the Department.
- Having established academic targets with your Line Manager (see above) implement a policy to promote progress towards such targets. As a minimum, meeting with classroom teachers once a term to review individual student progress towards academic targets. The Subject Leader will have an overview of the progress of individual students to ensure that the highest possible standards of student attainment and progress are achieved.

- The Subject Leader will use academic data to monitor the targets set for all students.
- The Subject Leader will be involved in monitoring the quality of teaching and learning in the class and the standard of work individual students produce (through work scrutiny) to ensure that it is to the highest possible level.
- Work with the Director of Teaching & Learning Quality, Assistant Headteachers and Directors of Learning to ensure that the learning experience challenges all students including provision for the academically gifted and students with learning difficulties.
- To ensure that consistency exists across the Department with reference to school policies and the standardisation of students' work.
- Seek the views of students and parents to evaluate all aspects of teaching and learning in order to facilitate strategies for subject improvement and to cultivate the student voice.

C People and Relationships

- Work with students and colleagues in inspiring and motivating them to raise aspirations, exceed expectation (value added) and achieve the highest levels of performance.
- Deploy staff to make the best use of their abilities including appropriate coaching of tasks.
- Develop effective working relationships with the Headteacher and other colleagues within the school.
- Liaise with external agencies as and when appropriate.
- To ensure effective communication exists for all those connected with teaching and learning within the Department including parents.
- To provide leadership and appropriate support for associate colleagues attached to the Department including Departmental Teaching Assistants, Learning Mentors, Learning Support Assistants, Technicians, Supply Teachers, and Student Teachers.

D Managing Resources

- Manage students, colleagues and resources including the learning environment for that area of the school.
- Establish resource needs for the area.
- Create an effective and safe working and learning environment.
- Manage accommodation in order for teaching and learning to meet the needs of all students studying the subject (e.g. deployment of rooms for teachers in the department) and learning resources including ICT.
- Maintain existing resources and explore opportunities to develop new ones.
- Manage the budget for the subject in partnership with the Assistant Headteacher STEM.
- Delegate appropriately in the best interests of the subject area and colleagues within it.

E Accountability

- Subject Leaders are responsible to the Director of Teaching & Learning Quality & the Headteacher.
- Subject Leaders report to the Headteacher, students, governors and parents.
- Understand and fulfil professional duties as specified in the terms and conditions of service for teachers.

F Line Management Responsibility

- The Subject Leader will manage a team of subject teachers and associate staff who may be assigned to the Department.
- As well as a generic job description ideally middle managers should have the following personal characteristics:

- The ability to express and instil clear educational values.
- Personal impact and presence.
- Adaptability to changing circumstances and ideas.
- Enthusiasm.
- Reliability and integrity.
- Commitment, motivation and inspiration.
- The ability to anticipate problems and solve them.
- The ability to negotiate, delegate, consult and direct as part of a team.
- The sensitivity to recognise the most appropriate management strategies for each situation.
- The ability to deal sensitively with people.
- The ability to understand and interpret statistics and other data.
- The willingness to seek advice and support as appropriate.
- The ability to maximise the use of ICT for curriculum and administrative purposes.
- Coaching ability.
- Emotional intelligence.

To carry out such responsibilities which may be determined from time to time by the Headteacher.

NOTES

- The above areas of responsibility may be amended or added to at the discretion of the Headteacher, after consultation with the post-holder, and in the light of future developments in the school. This job description will be reviewed annually and is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties.
- The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment and Catholic Education Service Contract of Employment.
- These job descriptions allocate duties and responsibilities but do not direct the particular amount of time to be spent in carrying them out and no part of it may be so construed. In allocating time to the performance of duties and responsibilities, the post-holder must have continual regard to the appropriate clauses of Teacher's Conditions of Employment.

ST BENEDICT'S SCHOOL 'OFFER'

- Modern facilities in teaching areas organised in department clusters
- Modern classrooms – all with interactive whiteboards and projectors
- Expert support and CPD for you as a classroom practitioner – our school is committed to supporting you to be an outstanding teacher
- Excellent CPD opportunities including the possibility of funding for Masters in Education
- Easy to use data sets!
- Peer to peer coaching and mentoring support
- Participation in a Nursery Vouchers scheme to support childcare
- Cycle to Work scheme – support with the purchase of a bicycle
- The opportunity to become a member of one of our 'High Performing Teams'
- Planned career progression, and CPD support for this
- Relocation package may be available for an outstanding candidate
- Regular opportunities to participate in education visits abroad
- Access to CPD opportunities offered by our local Teaching School Alliance
- Dedicated Learning Mentor for each year group to support and deliver targeted interventions in partnership with teachers
- Unique links with industrial partners – opportunities to experience industrial working practices relevant to your subject area or specific interest
- Funded opportunity to study for a Catholic Teachers' qualification
- If you are a NQT we provide an excellent level of support to assist successful completion of your NQT induction

CONDITIONS

- The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment.

- These duties may be amended as necessary at the discretion of the Headteacher in light of the future development of the school.

- The successful applicant must be in sympathy with the Catholic ethos of the school. The creation of a truly Christian environment in which the Gospel is lived and experienced by all members of its community, is the central aim of St. Benedict's.

- This post is subject to the conditions of the Catholic Education Service Contract.

The closing date for applications is 12.00 noon on Monday 19th November 2018
Shortlisting will take place shortly thereafter
Interviews will be notified to shortlisted candidates at the earliest opportunity

Applications should be submitted to the Headteacher's PA via e-mail to:
jean.green@st-benedicts.cumbria.sch.uk

or forwarded to:

Mrs J E Green
Headteacher's PA
St Benedict's Catholic High School
Red Lonning
Hensingham
WHITEHAVEN
Cumbria
CA28 8UG

ACKNOWLEDGEMENTS OF APPLICATIONS

Because of the need for economy and since the governors believe that it is important to devote the bulk of its resources to maintaining good standards in schools it is regretted that it is not possible to acknowledge receipt of applications forms. If an acknowledgement is required will you kindly enclose a stamped addressed postcard with the application form.

It is likewise the policy of the governors not to write to unsuccessful candidates. Accordingly if you do not receive a letter from the governors will you please assume that your application has not been successful. The governors hope that all applicants will fully understand the reason for this policy.