

**St Peter’s Catholic Voluntary Academy**

**Information for Applicants**

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St Peter’s CVA

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Dear Applicant,

Thank you very much for your interest in this post at St Peter’s Catholic Voluntary Academy.

The Academy is at full capacity with 511 students and heavily over subscribed with over 215 applications for 105 places in Year 7. At St Peter’s, we have very high expectations of staff, but we value them highly. This is an exciting and unique opportunity to work with a talented team in building an outstanding academy from its infancy.

My vision for St Peter’s is simple: to provide young people with the very best education possible so that they leave the academy highly employable and ready to lead a happy and successful life. This will involve ensuring that students are university ready and have highly developed literacy and numeracy skills, coupled with the ability to make a special contributions to the world in which we live. It is important for us that the children who attend St Peter’s have a memorable experience that will stay with them for the whole of their life. In order to achieve this our community is working together to help students make good progress and develop into positive and well-rounded individuals.

We have a clear set of academy values rooted in the Catholic faith which we all live by each and every day.

We are looking for hard working ambitious colleagues to join us in our exciting journey. As our advert indicates, if your answer is yes to the following questions we really do look forward to hearing from you:

* Are you excited by the opportunity to be part of establishing and evolving a new vision for a learning community and the opportunities this will bring?
* Do you want to work in an academy where teachers teach students and students learn?
* Can you work effectively as part of a team and build strong relationships?
* Will you work hard to ensure every student reaches their potential because you believe in effort based ability?

Once again many thanks for your interest in St Peter’s CVA.

Yours Sincerely

Mrs Z Hammond

Headteacher

**2. Academy Overview**

Our mission is to establish and sustain a high-performing, faith academy which values diversity and maximises student achievement. St Peter’s became an academy in 2014 and is part of the St Oswald’s Multi-Academy Trust along with our three Catholic feeder primary academies, St Gabriel’s CVPA, St Margaret Clitherow’s CVPA and St Mary’s CVPA. We are hard working and a truly value driven academy, with a culture of high expectations and no excuses. Everything we do is underpinned by our core Catholic values which has created an ethos of mutual respect in our place of learning and work.

We put student learning first, this does not always mean putting staff last. We believe in effort based ability and with that hard work, determination, and grit every student has the potential to be a great learner and every teacher can be a great teacher. We want every member of our community, not only to be ready to take their place in the world in which we share and live with each other but to make a special lasting contribution to it, to be active citizens and catalyst for change in the world.

**St Peter’s Drivers**

We try to keep things simple and focused on student learning. We have learnt from some of the best practices to develop strategies, that remove barriers to learning and ensure all our students are fully engaged at all times. St Peter’s teachers can teach and students will learn. Every day we are developing our three drivers which are needed to be successful in learning and in life more generally.

**Growth mindset**: maximising our abilities and talents through dedication, seeiking advice and grasping any moment of disappointment to ensure it becomes an opportunity to learn and develop.

**Employability**: developing attributes and habits which are essential to gain and sustain a rewarding career.

**Relationships**: building strong and professional relationships involves truly appreciating those around us and fully taking part for the benefit of all.

**3. Academy Rapid Improvement Plan**

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| --- | --- |
| **Priorities** | **Impact** |
| Improve the quality of teaching so it is at least good | * Ensuring all teachers plan **activities which meet the needs and interests of students** * Raising the aspirations and **expectations** of teachers so they challenge students to make at least good progress and ensure students who are capable of achieving the highest grades do so * Improving the **quality and consistency of** **marking and feedback** so it clearly identifies what students need to do to improve their work and make better progress and allowing the students opportunities to **act on the feedback** they are given * Ensuring all teachers plan for the key skills of reading, writing and oral communication so that students are able to access the curriculum |
| Improve the behaviour and attendance of students | * Reducing the amount of low-level disruptive **behaviour i**n lessons by providing students with **work which challenges them, interests them and motivates them to make at least good progress** * Continuing to work with **parents** and carers to raise the level of attendance * Ensuring consistency of expectations and behaviour during movement between lessons and during social times |
| Raise achievement overall and especially in mathematics | * Accelerating the progress made by all students, focusing especially on the achievement made by **boys, SEND, the most-able and the most-able disadvantaged** students * Ensuring that the most-able students who are capable of achieving the highest grades do so |
| Improve the leadership and management and develop the role of leaders and managers at all levels | * Ensuring the **development plan** is clear about who is doing what, why they are doing it and the impact it will have on students’ progress * **Holding senior and middle leaders to account** for the progress students make, and ensuring middle leaders hold their teachers to account also * Providing middle leaders with opportunities to engage in **monitoring and evaluating the impact of actions taken** * Focusing all actions on **improving the amount of progress students make** and raising the levels of attainment |
| Improve governance, so governors are highly skilled and able to hold the school and senior leaders to account |  |

**4. Essential Information**

**St Peter’s Students**

We want St Peter’s to be diverse and want our school population to represent the make up of Redcar and Cleveland as a whole. Currently 57.3% of students are eligible for the Pupil Premium funding and 24% are receiving additional support from our SEND team. We have 0.06% LAC and 4% of students with an EHCP.

**Continuing Professional Development**

The academy has a thorough induction programme for all staff which includes an induction day before the start of the academic year when most new staff will be joining the organisation. All staff will have annual safe-guarding and child protection training. Every member of staff is supported through our appraisal programme with their line manager, these plans will be individual and personalised to ensure every member of staff is striving for and achieving excellence in their role. We believe that practice does make better. In order to get even better we rehearse and practice with staff. Teaching staff take part in our Coaching for Excellence programme. What is practiced during a coaching session may vary, for example, one member of staff may practice different questioning techniques with their coach whilst another member of staff might be practicing voice projection in the assembly hall. We believe that teachers should continually practice the craft of teaching. Teachers will receive regular feedback on their practice; this feedback is informed by learning walks, work scrutiny and coaching sessions. This is to ensure that all staff at St Peter’s continue to advance in their mastery of teaching.

**Inclusion**

St Peter’s aims to ensure every student can take part in every part of the school day regardless of their individual need. Our SENDco works very closely with students, teachers and parents to ensure we are meeting the needs of every student. We fully believe in quality teaching as the first source of support for students. Some students will follow a personalised curriculum with the aim of having every student both literate and numerate in the shortest amount of time. We are committed to each student having a broad and balanced curriculum. Teachers are expected as part of their daily planning to identify students who will receive highly tailored activities in each lesson. Catch-up sessions are offered each week in core subjects, Lexia reading programme runs on a morning and various intervention programmes with a proven track record run over the week. We do employ many learning support assistants in the academy, where needed some students are supported in practical lessons. Inclusion at St Peter’s is at the heart of everything that we do, it is expected that those students who entered the academy below national expectation make strong progress.

**Learning Habits**

In order to maintain our ethos of high expectations and no excuses, every member of staff has to implement our behaviour for learning policy consistently. We have a simple, effective system for rewards and sanctions in our academy. ‘Reward Events’ motivate students to follow our learning habits over a longer period of time, whilst daily and weekly public appreciations acknowledge small but impressive achievements of our students. Students who do not meet our high expectations are issued with a consequence. The consequence session enables the teacher to have a conversation with the student and repair any potential damage that may have been caused to that professional relationship. Our ‘tough-love’ approach is equally balanced with our insistence on no-grudges and the frequent use of verbal descriptive praise. Staff at St Peter’s welcome all students in to their classroom. Students start each lesson undertaking a ‘Do Now’ task to ensure a rapid start to learning and remind students that they should be ready to learn.

**University Ready**

The academy puts a high emphasis on ensuring all students will be university ready when they leave us. Although, some students may choose a different career path, their education and qualifications should allow them to have that choice. Our careers education programme is highly successful and has allowed us to retain 0% NEETS. We have strong study links with many universities including Durham, Oxford and Cambridge.

**Academy Day 2017 – 2018**

Proposed Academy Day for 2017 – 2018 which is currently under consultation

Period 1 08:30 – 09:30

Period 2 09:30 – 10:30

Break 10:30 – 10:45

Period 3 10:45 – 11:45

Lunch (Years 7/8) Reading/Assembly (Years 9/10/11) – 11:45 – 12:15

Lunch (Years 9/10/11) Reading / Assembly (Years 7/8) – 12:15 – 12:45

Period 4 12:45 – 13:45

Period 5 13:45 – 14:45

Period 6 14:45 – 15:35 (Year 11 only)

**5. Academy Policies**

We know applying for a new job is a stressful time and there is a lot of preparation to be done. To help potential applicants we have summarised some key policies below (these should give you a better understanding of St Peter’s and inform your potential application).

**Child Protection**

All of our community are committed to safeguarding and promoting the welfare of our students at all times. The Assistant Vice Principal Learning and Support is the Designated Safeguarding Lead (DLS) supported by the two Lead Learning Advisors who have also undergone Named Person Training. We have annual Child Protection and Safeguarding Training for all staff. All new members of staff will be expected to undergo an enhanced DBS check. The AVP regularly monitors staff awareness of statutory safeguarding guidance.

**Curriculum**

We follow a very traditional curriculum with each subject being taught discreetly. Opportunities for cross – curricular working are encouraged and can be powerful learning experiences for students when well planned. Some students will have a personalised curriculum and so may not have as many opportunities in every subject as the rest of the cohort, although every student will experience a broad and balanced curriculum. St Oswald’s Academies are working collaboratively to share practice and share resources. It is hoped that all staff will work across the trust on developing the curriculum in order to ensure challenge and high standards are sustained from Year 1 – Year 11.

**Teaching & Assessment**

We do not prescribe a particular lesson structure or teaching methodology at St Peter’s. We do expect each department to collectively produce a high quality Scheme of Work, which is constructed to ensure that students develop the knowledge, understanding and skills needed to be successful at GCSE level and beyond. Teachers are expected to use data to inform planning and identify which students who will be targeted in individual lessons in order to close any progress or attainment gaps that may exist. Students will be formally assessed at least three times a year in each subject, through the means of an exam in most subjects. We value feedback highly at St Peter’s. Staff provide students’ with regular written feedback. Verbal feedback is a powerful tool and should be used as much as possible, descriptive praise is a common feature in lessons to help students move on in their learning and embed a joyful school culture.

**Staff Conduct**

At all times staff should conduct themselves with integrity, honesty and respect. Staff are expected to interact with others in a respectful professional manner. Staff are not expected to use raised voices in their interaction with others. A place of work ethos is maintained at all times built on strong professional relationships.

Every adult has the responsibility to act as a role model for our students (in terms of our dress, communication, body language and behaviours). Staff should aim to follow the student rules as much as possible, for example, not having mobile phones on show. Every adult should remember that they are in a position of power and this should never be exploited.

Staff dress professionally and appropriate to their roles. Most Teachers and Support colleagues are expected to wear business dress, with the exceptions for teachers of PE and Technology for practical reasons.

ICT equipment and services should only be used for professional purposes at all times. If appointed all staff will be asked to sign an agreement detailing what constitutes professional purposes.

**6. Application & Selection Process**

We strongly advise applicants to visit the academy before applying and meet the staff and students. Changing employment is a major life event and informed choices often result in more successful transitions for both the employer and employee. We hope this pack along with the academy website [www.stpeters-sch.com](http://www.stpeters-sch.com) gives you a flavour of our school.

1. Please complete the CES application form and return it before the advertised deadline (a covering letter is not needed but if you wish to attach a supporting statement rather than completing the box on PDF please do so).
2. Your application will be assessed along with the others against the personal specification for the job advertised (please use this when writing your supporting statement) and then a short list will be created.
3. The academy will aim to contact the candidates shortlisted for interview at least 48 hours notice prior to the interview (if you do not hear from us before the interview day please assume you have been unsuccessful on this occasion).
4. If you are shortlisted, we will take up references prior to the advertised interview date. Please remember that one of your references must be your current or most recent employer. Two satisfactory references must be received before we can appoint anyone to a post at St Peter’s. The referee will be asked to provide information about your last/current role in relation to salary, length of employment, suitability to work with children and any disciplinary records along with being asked to assess your skills and abilities for the advertised role. Your referees may be contacted to provide additional information if something is unclear or there is a discrepancy with other information that has been provided. We will not accept e-mail addresses such as gmail.com, yahoo.com etc to contact your referees and please note that your referees should be known to you in a professional capacity as ‘friend’ is not acceptable.
5. The selection process will involve various activities related to the role. There will be a tour of the academy and for teaching roles, applicants will be asked to teach at least part of a lesson. We are fully committed to safeguarding children so there will always be some questions relating to safeguarding issues regardless of the role applied for. As part of St Peter’s being committed to diversity and the requirements of the Equality Act 2010 we would ask any potential candidate to contact us who would like us to consider adjusting the application and selection process to ensure that any candidates with a disability are not disadvantaged in any way by the academy processes.
6. Candidates, once short listed will receive a programme for the day outlining the activities that will be undertaken and any additional resources that might be needed on the day. Candidates will be asked to bring proof of qualifications, photographic proof of identity along with documentation to show they are eligible to work in the UK where appropriate.
7. The interview panel will consist of at least one Senior Leader usually the Headteacher and up to 3 other relevant members of staff / Governor. At least one member of the interview panel will have had recent safer recruitment training.
8. Once all of the selection activities have been completed by all applicants the interview panel will consider to what extent each candidate met the personal specification and a decision will be reached. All short listed candidates will receive a telephone call from a member of the interview panel and feedback will be offered.
9. Shortly after the interview day the successful candidate(s) will receive various documents to read and sign in order to process their employment at St Peter’s. This will include an enhanced DBS check and checks will also be made against the Independent Safeguarding Authority Barred List. All such checks must be satisfactory before any contract can be signed and work can take place at the academy. Any offer of employment is **on the condition of satisfactory references and DBS check**.
10. If you are successful in securing an ‘whole time’ post, the academy would expect that you take your holiday entitlement outside of term time.