

**WELCOME TO OUR CATHOLIC SCHOOL**

***‘Academic excellence and spiritual development through Christ’***

Dear Prospective Applicant

**Temporary Teacher of Performing Arts (M1 – M6) required for one year initially from September 2018**

Thank you for your interest in the above vacancy. We are very proud of our school which has provided a distinctive Catholic education in the Burton Area since 1964.

The school prides itself on its sense of family and community spirit. Every individual who studies or works here is valued as unique and being able to make their own contribution to the development of the school in the widest possible sense.

It is a great honour for me to be the Headteacher of a school where a drive for the highest possible academic standards is accompanied by an equally strong one towards a much broader goal, which is to educate the ‘whole child’ and to give them every possible opportunity to become good, honest, caring and hard working citizens. The school prides itself on its highly inclusive philosophy and openly welcomes children and employees from all faith and non-faith backgrounds.

The school is at a very exciting stage in its development and opened its own Sixth Form Centre in September 2014. Our Ofsted inspection in October 2016 judged the school to ‘require improvement’ but was very positive about the way it was being led and its overall direction of travel. If you look at our website you will see that we were delighted with our summer 2017 examination results at both KS4 and KS5 confirm that the school is very much moving in the right direction. All of the essential building blocks required for us to ‘Get to Good’ are now in place and we are looking forward to the future with a huge sense of optimism.

Our school will become part of the St Ralph Sherwin Catholic Multi Academy Trust on 1st September 2018, a family of 25 academies within the Catholic Diocese of Nottingham. The new arrangement is part of the Diocesan Plan for Catholic Schools the primary aim of which is to protect and secure high quality Catholic education in the Diocese of Nottingham for the long-term. Full details of the plan and the staffing structures can be found at <http://dioceseofnottingham.uk/education>. Your post will transfer to the new employer on 1st September 2018 under the Transfer of Undertakings Protection of Employment (TUPE) regulations with continuity of service preserved. Should you have any questions about the transfer to the St Ralph Sherwin Catholic Academy Trust then please address these to me at the school.

I cannot give enough praise to the tireless efforts of staff, students and parents. We are all delighted with the positive impact that our ‘partnership effort’ has had on students and we are confident that this will increasingly be the pattern across the school going forward.

If you are a hard worker, can put the interests of students at the heart of all that you do in your work and believe in the worth of every individual, then we are very interested in hearing from you. We encourage applications from individuals who share our values whether they come from a faith or non-faith background. Applications from newly qualified teachers or candidates that are more experienced are welcome.

If applicable, please include evidence of your demonstrable track record in producing good external examination results in your supporting statement. Please also make it clear in your application what you consider to be your own areas of particular strength, interest or expertise that you feel may add value to the work of the Creative and Vocational Education department.

If you require any further clarification or information relating to this post please do not hesitate to contact Laura Wilson Subject Leader for Creative and vocational Education, via email on [laura.wilson@robertsutton.staffs.sch.uk](mailto:laura.wilson@robertsutton.staffs.sch.uk) or by telephone.

Please complete the application form via email to [claire.mills@robertsutton.staffs.sch.uk](mailto:claire.mills@robertsutton.staffs.sch.uk) by midday, Wednesday 21st March together with the recruitment monitoring and disclosure forms. Interviews are scheduled for week beginning Monday 26th March.

Yours faithfully

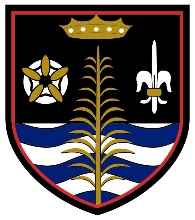


**Martin Cain**

Headteacher

March 2018





**BLESSED ROBERT SUTTON CATHOLIC SPORTS COLLEGE**

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***Academic excellence and spiritual development through Christ’***

**Temporary Teacher of Performing Arts (M1 – M6) required for one year initially from September 2018**

Ours is a rapidly improving school and Governors are seeking to enhance an already forward thinking and ambitious Creative and Vocational Education department. The school is forging a path to becoming outstanding based on its traditions, distinctive Catholic Mission and commitment to the best possible outcomes for all of its students. The outcomes achieved in external examinations last summer more than confirm this.

The department consistently achieves very successful results at both KS4 and KS5 and we are looking to appoint a teacher who can help us to strive for even greater success for our students. We are seeking an enthusiastic colleague who is motivated to deliver engaging and purposeful lessons to secure outstanding achievement for our students. In turn we offer a friendly and supportive team environment where collaboration and mutual support forms the basis of our successes. The post will provide the opportunity to teach across KS3 – KS5.

We are an 11 – 18 Catholic comprehensive school serving Burton on Trent and the surrounding area. Applications are very welcome from individuals who share our values whether they come from a faith or non-faith background. The school offers a range of extra-curricular activities and the successful applicant will be expected to contribute to the broader life of the school.

The school is committed to safeguarding and promoting the welfare of children and young people and therefore the appointment for this post is subject to an enhanced DBS disclosure.

***Please contact the school or visit our website at*** [***www.robertsutton.staffs.sch.uk***](http://www.robertsutton.staffs.sch.uk) ***for further details and an application form.***

Deadline for receipt of applications: Midday Wednesday 21st March

Interview date: Week beginning Monday 26th March

**A Brief Overview of the Vocational and Creative Education Department**

***‘Academic excellence and spiritual development through Christ’***

The successful applicant will be required to deliver Key Stage 3 Performing Arts (both Music and Drama elements), Key Stage 4 BTEC Level 2 Tech Award in Performing Arts and Key Stage 5 BTEC Level 3 Extended Certificate in Performing Arts and contribute to the delivery of the new BTEC specifications. Vocational and creative subjects are popular in the school and generate strong interest from students at both Key Stage 4 and 5.

The newly formed Vocational and creative Education Department comprises five full time members of teaching staff along with a part-time Design &Technology Technician. The Subject Leader for the area is assisted by the Subject Leader for Craft who is responsible for managing the Art and Textiles within the Department.

The departmental team is enthusiastic and determined to provide a high quality learning experience for students. Colleagues are keen to share good practice and adopt fresh ideas as part of the ongoing development of the department. The school’s ambition is for teaching and learning in the department to be judged to be at least consistently good with outstanding features across all areas.

The Performing Arts team within the department provide a range of extra-curricular activities as well as performances throughout the school year. The department has a dedicated Music room with several practice rooms as well as a Drama studio and stage. The school offers students the opportunity to be involved in an annual school musical as well as Christmas and summer variety performances.

**Key Stage 3**

All students follow a three year Key Stage 3 over a two week timetable and have two hours of Performing Arts, one hour of Art and Art History and three hours of Design and Technology which follows a carousel that rotates between Food, Textiles and Design. Students follow learning based schemes written by the department in line with the requirements of the National Curriculum. Homework is integral to the schemes of work with an emphasis on encouraging learning outside of the classroom and improving the independent study skills of the students. The schemes are leading edge in terms of providing differentiation for our students by task, outcome and preferred learning style. Assessment is a continual process through each subject and the use of feedback is implicit in lessons.

**Key Stage 4**

The department currently offers a range of Key Stage 4 specifications including BTEC Level 2 Tech Award in Performing Arts, BTEC Level 2 First Award in Art and Design, AQA Resistant Materials, Graphics, Art/Textiles GCSE, and Food and Nutrition GCSE. Creative and Vocational subjects are facing significant changes and these present an opportunity to broaden and strengthen the quality of provision as well as to enhance the strategic position of the different subjects within the school curriculum. Students in KS4 receive five hours of teaching per fortnight for each option they choose.

**Key Stage 5**

As well as our extensive suite of Key Stage 4 options the department offers a range of Key Stage 5 specifications including BTEC Level 3 Performing Arts, BTEC Level 3 Creative Media, BTEC Level 3 Art and Design and AQA A Level Product Design. All subjects have achieved good results over recent years with many student choosing to continue their learning journey into Higher Education. Our Sixth Form students have access to ICT facilities in their non-contact time, are highly motivated to achieve their targets and those opting for any of the subjects we offer enjoy them immensely. Sixth Form students receive nine hours of teaching per fortnight per option.

Laura Wilson

Acting Associate Assistant Headteacher

March 2018

**BLESSED ROBERT SUTTON CATHOLIC SPORTS COLLEGE**

**JOB DESCRIPTION**

|  |  |  |  |
| --- | --- | --- | --- |
| Post Title: | **Teacher** | Effective From: | **September 2017** |

**Extract from CES Contract which applies to all teachers employed in a Catholic School**

*If required, You are to instruct and/or supervise instruction in the Holy Scriptures and the Doctrines of the Catholic Church in accordance with the principles, and subject to the discipline, thereof to the satisfaction of the Diocesan Religious Inspector or other appointed representatives of the Ordinary, at the time or times appointed for religious instruction, such children as are entrusted to You and to be present at such religious examinations of the children as may be directed to be held by the Governing Body.*

**Salary Grade**

The postholder will be paid on the appropriate point of the Main Scale/Upper Pay Scale.

**Working Time**

STRB Teachers’ Contract.

**Disclosure Level**

Enhanced DBS and vetting checks in accordance with “Keeping Children Safe in Education”.

**Line of Responsibility**

The teacher is directly responsible to the Subject Leader/relevant member of SLT on curriculum matters and the Year/Progress Leader for pastoral issues.

**Purpose**

* The basic duties of a teacher are outlined in the latest School Teachers’ Pay and Conditions Document.
* To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate.
* To monitor and support the overall progress and development of students as a teacher/Form Tutor.
* To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
* To contribute to raising standards of student attainment.
* To share and support the school’s responsibility to provide and monitor opportunities for personal and academic growth.

**Liaising With**

Headteacher/SLT, teaching/support staff, Diocesan/LA Representatives, Subject Leader, external agencies, parents and students.

**Responsibilities and Duties**

The postholder is expected to undertake all reasonably requested professional duties of a schoolteacher within the nationally agreed conditions, standards, the Staff Code of Conduct, the CES contract operative at the time and the aims of BRSCSC as a Catholic school together with the more specific duties/responsibilities which are listed below. These should not include or imply any voluntary activities.

**Teaching**

* Plan work in accordance with departmental schemes of work and national curriculum programmes of study.
* Take account of pupils’ prior levels of attainment and use them to set future targets.
* Set work when required for absent pupils.
* Maintain good discipline by following the school’s pupil disciplinary policies and procedures.
* Establish a purposeful working atmosphere during all learning activities.
* Set appropriate and challenging work for all pupils.
* Identify and work appropriately with special educational needs pupils and with pupils who have been identified as gifted and talented.
* To teach students according to their educational needs, including their SEND needs by setting and marking of work to be carried out by the student in school and / or as part of the course.
* To assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
* To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
* To ensure that ICT, Literacy, Numeracy and school subject specialism(s) are reflected in the teaching/learning experience of students.
* To undertake a designated programme of teaching.
* To ensure a high quality learning experience for students which meets internal and external quality standards.
* To prepare and update subject materials.
* To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus.
* To maintain discipline in accordance with the school’s procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
* To undertake assessment of students as requested by external examination bodies, departmental and school procedures.
* To mark, grade and give written/verbal and diagnostic feedback as required.

**Assessment, Recording and Reporting**

* Keep appropriate records of pupils’ work and set targets.
* Mark and return work set, including homework.
* Use the school’s Marking Policy.
* Carry out assessment programmes as agreed by the school.
* Complete pupil reports and attend parents’ evenings.

**Operating/Strategic Planning**

* To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching and learning strategies in the curriculum area and department.
* To contribute to the curriculum area and the subject team’s development plan and its implementation.
* To plan, prepare and assess lessons and schemes of work.
* To contribute to the whole school’s planning activities.

**Curriculum Provision**

* To assist the Subject Managers to ensure that the curriculum area provides a range of teaching and learning which complements the school’s strategic objectives.

**Curriculum Development**

* To assist in the process of curriculum development and change so as to ensure the continued relevance to the needs of students, examining and awarding bodies and the school’s Mission Statement and School Improvement Plan Objectives.

**Staff Development:**

* To take part in the school’s staff development programme by participating in arrangements for further

training and professional development.

* To contribute personal development in the relevant areas including subject knowledge and teaching methods.
* To engage actively in the Appraisal process.
* To ensure and monitor the effective/efficient deployment of classroom support.
* To work as a member of a designated team and to contribute positively to effective working relations within the school.

**Quality Assurance**

* To help to implement school quality procedures and to ensure adherence to those within the subject and the SAVE curriculum.
* To contribute to the process of monitoring and evaluation of the curriculum area/department in line with agreed School procedures, including evaluation against quality standards and performance criteria.
* To seek/implement modification and improvement where required.
* To review from time to time methods of teaching and programmes of work.
* To take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

**Management Information**

* To maintain appropriate records and to provide relevant accurate and up-to-date information for SIMS, registers, etc.
* To complete the relevant documentation to assist in the tracking of students.
* To track student progress and use information to inform teaching and learning.

**Communications**

* To communicate effectively with the parents of students as appropriate.
* Where appropriate, to communicate and co-operate with persons or bodies outside the school.
* To follow agreed policies for communications in the school.

**Marketing and Liaison**

* To take part in marketing and liaison activities such Open Evenings, Parents Evening, Review days and liaison events with partner schools.
* To contribute to the development of effective subject links with the Diocese, external agencies/Partner Primary Schools.

**Management of Resources**

* To contribute to the process of the ordering and allocation of equipment and materials.
* To assist the Subject Leader to identify resource needs and to contribute to the efficient/effective use of physical resources.
* To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and the students.

**Pastoral System**

* To be a Form Tutor to an assigned group of students.
* To promote the general progress and well-being of individual students and of the Form Tutor Group as a whole.
* To liaise with a Year/progress Leader to ensure the implementation of the school’s Pastoral System.
* To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
* To evaluate and monitor the progress of students and keep up-to-date student records a may be required.
* To contribute to the preparation of Action Plans and other reports.
* To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
* To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff.
* To contribute to SAVE according to school policy.
* To apply the Behaviour Management systems so that effective learning can take place.

**Pastoral Work**

* Undertake responsibility for a form group.
* Monitor and set targets for the social and academic progress of all pupils in the form.
* Endeavour to build good relationships with the pupils in the form so that they will look to you for support and advice.
* Report issues of concern to the appropriate senior staff.
* Maintain an accurate register of attendance and encourage good attendance.

**Support to School**

* To comply and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
* To contribute to the overall ethos/work/aims of the school.
* To establish constructive relationships and communicate with other agencies/professionals.
* To recognise own strengths and areas of expertise and use these to advise and support others.
* To undertake all duties reasonably requested in a manner consistent with nationally agreed conditions and the aims of Blessed Robert Sutton Catholic Sports College as a Catholic School.
* To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage and ensure staff and students to follow this example.
* To support the school in meeting its legal requirements for Worship.
* To promote actively the school’s corporate policies.
* To continue personal development as agreed.
* To comply with the school’s Health and Safety policy and undertake risk assessments as appropriate.
* To undertake any other duty as specified by STPCB not mentioned in the above.
* To be a role model for students including one’s own dress, language, time keeping and personal demeanour that supports rather than contradicts the school’s rules and policies re: school uniform, body piercing et al.
* To be available during normal office hours (at present between 8.00am – 4.00pm) on occasions for

professional dialogue with colleagues.

* To comply with any reasonable request from a manager to undertake work of a similar level that is not

specified in this job description.

* To be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

**Professional Accountabilities**

The post holder is required to be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person. In addition they are to contribute to the achievement of the school’s objectives through:

**Safeguarding**

* Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.

**Financial Management**

* Personally accountable for delivering services efficiently, efficiently within budget and to implement any approved savings and investment allocated to the service area.

**People Management**

* To comply and engage with people management policies and processes
* Contribute to the overall ethos/work/aims of the school.
* Establish constructive relationships and communicate with other agencies/professionals.
* Attend and participate in regular meetings.
* Participate in training and other learning activities and performance development as required.
* Recognise own strengths, areas of expertise and use these to advise and support others.

**Equalities**

* Ensure that all work is completed with a commitment to equality and anti-discriminatory practice, as a minimum to standards required by legislation.

**Climate Change**

* Delivering energy conservation practices in line with the corporate climate change strategy.

**Health and Safety**

* Ensure a work environment that protects people’s health and safety and that promotes welfare and which is in accordance with the school’s Health and Safety policy.

**Performance Management and Professional Development**

The teacher will be part of the school’s performance management scheme. S/he will have a team leader who will set agreed targets for the year. The team leader will monitor and review performance, including classroom teaching. The school will support the continuing professional development of all staff to ensure that their expertise is being kept up-to-date.

**Conditions of Employment**

* The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the Contract of Employment).
* The postholder is required to support and encourage the school’s ethos and its objectives, policies and procedures as agreed by the Governing Body.
* S/he shall be subject to all relevant statutory requirements as detailed in the most recent School Teachers’ Pay and Conditions Document.
* The amount of guaranteed PPA time is set as a minimum of at least 10% of a teacher’s timetabled teaching time.
* The postholder may be required to perform any other reasonable tasks after consultation.
* This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and so no part of it may be constructed.
* This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification at any time after consultation with the postholder.
* To undertake all duties reasonably requested in a manner consistent with nationally agreed conditions, standards, the Staff Code of Conduct, the CES contract operative at the time and the aims of Blessed Robert Sutton Catholic Sports College as a Catholic School.

**TEACHER PERSON SPECIFICATION**

This specification is intended to assist both candidates and governors in the appointment process. It highlights the particular qualities and expectations for teachers in Catholic schools while serving the specific mission of the Church in education.

|  |  |  |  |
| --- | --- | --- | --- |
| **Faith Commitment/Understanding** | **Essential** | **Desirable** | **Source**  A - Application  I – Interview  R - Reference |
| Be able to support the school’s Catholic ethos | **✓** |  | A I |
| **Training and Qualifications** | **Essential** | **Desirable** | **Source** |
| QTS/Teaching Qualifications | **✓** |  | AIR |
| Degree | **✓** |  | AIR |
| Sound subject knowledge | **✓** |  | AIR |
| Use of ICT | **✓** |  | AIR |
| Ability to teach in more than one Key Stage | **✓** |  | AIR |
| **Personal Qualities and Abilities** | **Essential** | **Desirable** | **Source** |
| A sense of humour/ability to work as a team | **✓** |  | AIR |
| Use of data | **✓** |  | AR |
| Recognise and take account of the richness and diversity of the school’s community | **✓** |  | I |
| Build and maintain effective relationships with parents, carers and the community to enhance the education of the pupils | **✓** |  | A R |
| **Other Requirements** | **Essential** | **Desirable** | **Source** |
| Application form completed in full | **✓** |  | A |
| Letter of application | **✓** |  | A |
| Written references | **✓** |  | AR |
| Satisfactory health and attendance record | **✓** |  | AIR |
| Provide proof of qualifications | **✓** |  | I |

***Note 1:***

***In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated these will include:***

* ***Motivation to work with children and young people.***
* ***Ability to form and maintain appropriate relationships and personal boundaries with children and young people.***
* ***Emotional resilience in working with challenging behaviours and***
* ***Attitudes to use of authority and maintaining discipline.***



If a disabled person meets the criteria indicated by the ‘Two Ticks’ symbol and provides evidence of this on their application form they will be guaranteed an interview.

We are proud to display the **Two Ticks Symbol,** whichis a recognition given by Jobcentre plus to employers who agree to meet specific requirements regarding the recruitment, employment, retention and career development of disabled people.

**Annex 1: Teachers’ Standards (England)**

**Introduction**

The Teachers’ Standards (England) are presented in this Document as they underpin the assessment process for accessing the upper pay range.

**Teachers’ Standards (England)**

**Preamble**

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

**Part One: Teaching**

A teacher must:

1. **Set high expectations which inspire, motivate and challenge pupils**

* establish a safe and stimulating environment for pupils, rooted in mutual respect;
* set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions;
* demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. **Promote good progress and outcomes by pupils**

* be accountable for pupils’ attainment, progress and outcomes;
* be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these;
* guide pupils to reflect on the progress they have made and their emerging needs;
* demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching;
* encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. **Demonstrate good subject and curriculum knowledge**

* have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings;
* demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship;
* 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;
* if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics;
* if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. **Plan and teach well structured lessons**

* impart knowledge and develop understanding through effective use of lesson time;
* promote a love of learning and children’s intellectual curiosity;
* set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired;
* reflect systematically on the effectiveness of lessons and approaches to teaching;
* contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. **Adapt teaching to respond to the strengths and needs of all pupils**

* know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively;
* 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;
* 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. **Make accurate and productive use of assessment**

* know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements;
* make use of formative and summative assessment to secure pupils’ progress;
* use relevant data to monitor progress, set targets, and plan subsequent lessons;
* give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. **Manage behaviour effectively to ensure a good and safe learning environment**

* have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy;
* 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;
* maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. **Fulfil wider professional responsibilities**

* make a positive contribution to the wider life and ethos of the school;
* develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support;
* deploy support staff effectively;
* take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues;
* communicate effectively with parents with regard to pupils’ achievements and well-being.

**Part Two: Personal and Professional Conduct**

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.

* Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
* 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;
* showing tolerance of and respect for the rights of others;
* 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;
* ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law.
* 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.
* Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

**Performance Expectations – Upper Pay Scale Teachers**

***To achieve progression, the School Teachers Pay and Conditions Document (STPCD) requires that the achievements of post-threshold teachers and their contribution to school(s) should have been substantial and sustained. To be fair and transparent, judgements must be properly rooted in evidence.***

**It is a requirement that UPS teachers meet all threshold standards and also that:**

**"UPS teachers play a critical role in the life of the school. They provide a role model for teaching and learning, make a distinctive contribution to the raising of pupil standards and contribute effectively to the work of the wider team. They take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning."**

Therefore, for teachers eligible for progression the school may reasonably focus on the performance evidence base in respect of:

* The extent to which the teacher provides a role model for teaching and learning.
* The distinctive contribution made by the teacher to the raising of pupil standards.
* The effectiveness of the teacher's contribution to the work of the wider team.

UPS – Examples of appropriate professional qualities:

* Value enthusiasm and innovation in others
* Lead in enhancing standards of teaching and learning
* Critical role in life of school
* Role model for teaching and learning
* Distinctive contribution to raising pupil standards
* Contribute effectively to work of wider team
* Using outcomes from professional development to improve pupils learning
* Grow professionally by developing teaching expertise post threshold
* Inspire confidence in those around them
* Work with others to create a shared strategic vision which motivates pupils and staff
* Have confidence and ability to make management and organisational decisions and ensure equity, access ad entitlement to learning.

**Performance Expectations: UPS1 – 3 Teacher:**

**Standards and Achievement**

* Routinely analyses pupil data, detects variation and develops appropriate intervention for individuals and groups.
* Provides targeted and positive support for pupils who have particular needs.
* Uses assessment as part of their teaching to diagnose pupils' needs, set realistic and challenging targets for improvement and plan future teaching.
* Sets consistently high expectations for pupils in their class and homework.
* Secures, through their teaching, that pupils show consistent improvement in relation to prior and expected attainment; are highly motivated, enthusiastic and respond positively to challenge and high expectations.

**Quality of Provision**

* Demonstrates expertise in their subject or specialism.
* Understands pupils' perceptions and misconceptions from their questions and responses and is able to spontaneously demonstrate solutions with relevant examples and case studies.
* Understands and can demonstrate the potential of ICT in their subject or specialist teaching.
* Understands and uses the most effective teaching methods to achieve the teaching objectives in hand.
* Displays flair and creativity in engaging, enthusing and challenging groups of pupils.
* Uses questioning and explanation skilfully to secure maximum progress.
* Maintains respect and discipline; is consistent and fair.
* Continuously improves their teaching through assessing the impact of their own practice.
* Secures, through their teaching, that pupils exhibit consistently high standards of discipline and behaviour.

**Leadership and Management**

* Provides an exceptional role model for pupils and other staff, through their personal and professional conduct, that mark them out even amongst post-threshold teachers.
* Undertakes a significant professional development activity that makes a measurable impact on pupil progress at the school.
* Shows a consistent track record of parental involvement and satisfaction.
* Coaches and trains post-threshold and other teachers to help them become more effective in their teaching.
* Helps post-threshold and other teachers to evaluate the impact of their teaching on raising pupils' achievements.
* Tackles an aspect of pupil-underperformance that the school wants to address, including narrowing the achievement gap.
* Leads through their day to day practice, outstanding quality of teaching for a team of teachers.

**Support for Applications for Progress to UPS**

To help teachers with this process summarised below are suggested areas teachers could use as supporting evidence:

* **Data from questionnaires**
* **Interviews with other staff, including support staff and team leaders**
* **Letters and notes from parents and governors**
* **INSET sessions**
* **Contributions to school improvements planning**
* **Teaching observations and lesson gradings**
* **Planning - differentiation – meeting the needs of all pupils**
* **Contributions to SEN reviews and provision mapping**
* **Contributions to staff meetings and Key stage meetings**
* **INSET evaluation forms and own professional development**
* **Monitoring and evaluation of your own subject and outcomes – accuracy and ability to identify next steps Job description**
* **Pupil’s work scrutiny.**
* **Target tracker information – progress made by pupils compared to national/all school data**
* **Evidence from Monitoring and action against action points**
* **Behaviour records – evidence of behaviour of pupils in their class/es**
* **Mentoring/coaching notes**

**TEACHER PERSON SPECIFICATION**

This specification is intended to assist both candidates and governors in the appointment process. It highlights the particular qualities and expectations for teachers in Catholic schools while serving the specific mission of the Church in education.

|  |  |  |  |
| --- | --- | --- | --- |
| **Faith Commitment/Understanding** | **Essential** | **Desirable** | **Source**  A - Application  I – Interview  R - Reference |
| Be able to support the school’s Catholic ethos | **✓** |  | A I |
| **Training and Qualifications** | **Essential** | **Desirable** | **Source** |
| QTS/Teaching Qualifications | **✓** |  | AIR |
| Degree | **✓** |  | AIR |
| Sound subject knowledge | **✓** |  | AIR |
| Use of ICT | **✓** |  | AIR |
| Ability to teach in more than one Key Stage | **✓** |  | AIR |
| **Personal Qualities and Abilities** | **Essential** | **Desirable** | **Source** |
| A sense of humour/ability to work as a team | **✓** |  | AIR |
| Use of data | **✓** |  | AR |
| Recognise and take account of the richness and diversity of the school’s community | **✓** |  | I |
| Build and maintain effective relationships with parents, carers and the community to enhance the education of the pupils | **✓** |  | A R |
| **Other Requirements** | **Essential** | **Desirable** | **Source** |
| Application form completed in full | **✓** |  | A |
| Letter of application | **✓** |  | A |
| Written references | **✓** |  | AR |
| Satisfactory health and attendance record | **✓** |  | AIR |
| Provide proof of qualifications | **✓** |  | I |

***Note 1:***

***In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated these will include:***

* ***Motivation to work with children and young people.***
* ***Ability to form and maintain appropriate relationships and personal boundaries with children and young people.***
* ***Emotional resilience in working with challenging behaviours and***
* ***Attitudes to use of authority and maintaining discipline.***



If a disabled person meets the criteria indicated by the ‘Two Ticks’ symbol and provides evidence of this on their application form they will be guaranteed an interview.

We are proud to display the **Two Ticks Symbol,** whichis a recognition given by Jobcentre plus to employers who agree to meet specific requirements regarding the recruitment, employment, retention and career development of disabled people.

**Annex 1: Teachers’ Standards (England)**

**Introduction**

The Teachers’ Standards (England) are presented in this Document as they underpin the assessment process for accessing the upper pay range.

**Teachers’ Standards (England)**

**Preamble**

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

**Part One: Teaching**

A teacher must:

1. **Set high expectations which inspire, motivate and challenge pupils**

* establish a safe and stimulating environment for pupils, rooted in mutual respect;
* set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions;
* demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. **Promote good progress and outcomes by pupils**

* be accountable for pupils’ attainment, progress and outcomes;
* be aware of pupils’ capabilities and their prior knowledge, and plan teaching to build on these;
* guide pupils to reflect on the progress they have made and their emerging needs;
* demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching;
* encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. **Demonstrate good subject and curriculum knowledge**

* have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings;
* demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship;
* 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;
* if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics;
* if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. **Plan and teach well structured lessons**

* impart knowledge and develop understanding through effective use of lesson time;
* promote a love of learning and children’s intellectual curiosity;
* set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired;
* reflect systematically on the effectiveness of lessons and approaches to teaching;
* contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. **Adapt teaching to respond to the strengths and needs of all pupils**

* know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively;
* 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;
* 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. **Make accurate and productive use of assessment**

* know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements;
* make use of formative and summative assessment to secure pupils’ progress;
* use relevant data to monitor progress, set targets, and plan subsequent lessons;
* give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. **Manage behaviour effectively to ensure a good and safe learning environment**

* have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy;
* 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;
* maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. **Fulfil wider professional responsibilities**

* make a positive contribution to the wider life and ethos of the school;
* develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support;
* deploy support staff effectively;
* take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues;
* communicate effectively with parents with regard to pupils’ achievements and well-being.

**Part Two: Personal and Professional Conduct**

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.

* Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
* 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;
* showing tolerance of and respect for the rights of others;
* 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;
* ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law.
* 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.
* Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.