



# St Benedict's Catholic High School

Information for

**FULL TIME, PERMANENT POST**

(from 1 September 2018)

**TEACHER OF MATHS / SCIENCE**

(UPS / MPS)

at

St Benedict's Catholic High School, Whitehaven

## **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 expected to be available to students and the wider community from September 2018.

### **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 rural 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 21<sup>st</sup> 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/2017/02/OPTIONS-BOOKLET-2017-WEB-COPY.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

### TEACHER OF MATHS / SCIENCE (UPS / MPS)

Required for 1<sup>st</sup> September 2018 (full time, permanent contract)

Our school is situated on the Cumbrian coast on the edge of the Lake District National Park and not as remote as you might imagine! It is an easy drive or rail journey to work along some of the most scenic routes in the UK and living in Cumbria might be just the lifestyle change to suit you, with relatively low house prices. It really doesn't rain all the time!

In Autumn 2018 we will be opening a £33m new school, which has been individually designed (not an 'off-the-shelf' model!) and will have state of the art facilities.

We can also offer you:

- Support and development in leadership and management skills
- Comprehensive CPD
- The opportunity to mentor students in a successful Teaching School Alliance

We are seeking to appoint an enthusiastic, inspirational and talented teacher to join our experienced team of teachers. We want a person who is passionate about learning and teaching in their specialist field (Key Stage 5 teaching may be available), and who is willing to take part in developing the vision, commitment and determination to raise standards across all levels and abilities. You don't have to be a 'U3' teacher to apply for this role, but you must have the drive and ambition for the best outcomes for our students. This post is equally suitable for an NQT.

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](http://www.st-benedicts.cumbria.sch.uk). Email enquiries to J E Green, PA to the Headteacher, at [jean.green@st-benedicts.cumbria.sch.uk](mailto:jean.green@st-benedicts.cumbria.sch.uk) or tel 01946 692275.

Closing date for applications: 12.00noon on Monday 21 May 2018.

Shortlisting will take place on Monday 21 May 2018

Interviews will be held on Thursday 24 May 2018

# APPOINTMENT OF FULL TIME TEACHER OF MATHS / SCIENCE

Required for September 2018 (full time, permanent post)

## CLASSROOM TEACHER JOB DESCRIPTION

<b>Position Title:</b>	<b>Classroom Teacher</b>		
<b>Reports to:</b>	<b>Subject Leader</b>	<b>Cost Centre:</b>	
<b>Department:</b>		<b>Job Code:</b>	
<b>Location:</b>	<b>St Benedict's Catholic High School</b>	<b>Grade:</b>	

### 1. JOB PURPOSE:

To carry out the functions of a teacher at St Benedict's Catholic High School in accordance with the School's Catholic Ethos, and the stated aims and objectives of the school and department/s.

To plan and deliver high quality learning opportunities, effective use of resources and to improve progress and standards of achievement for all students in your classes.

### 2. ACCOUNTABILITIES:

#### Professional attributes:

- having high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and establishing fair, respectful, trusting, supportive and constructive relationships with them;
- holding positive values and attitudes and adopting high standards of behaviour in your professional role which models to our students the standards we aspire to;
- maintaining an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contributing to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity;
- having a commitment to collaboration and co-operative working where appropriate.

#### Teaching:

In each case having regard to the curriculum for the school, and with a view to promoting the development of the abilities and aptitudes of the pupils in the class or group assigned:

- knowing and understanding the relevant statutory and non-statutory curricula and National Frameworks for their subjects/curriculum areas and other relevant initiatives across the age and ability range they teach;
- planning and teaching challenging, well-organised lessons and sequences of lessons across the age and ability range they teach;
- using an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and takes practical account of diversity and promoting equality and inclusion;
- building on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress;
- developing concepts and processes which enable learners to apply new knowledge,

understanding and skills;

- adapting your language to suit the learners you teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively;
- managing the learning of individuals, groups and whole classes effectively, modifying your teaching appropriately to suit the stage of the lesson and the needs of the learners;
- knowing how to use skills in literacy, numeracy and ICT to support your teaching and wider professional activities;
- planning, setting and assessing homework, other out-of-class assignments and coursework for examinations, where appropriate, to sustain learners' progress and to extend and consolidate their learning;
- using assessment as part of your teaching to diagnose learners' needs, setting realistic and challenging targets for improvement and planning future teaching;
- reviewing the impact of feedback provided to learners and guiding learners on how to improve their attainment;
- recording and reporting on the development, progress and attainment of pupils.

**Other activities:**

- promoting the general progress and well-being of individual pupils and of any class or group of pupils assigned;
- providing guidance and advice to pupils on educational and social matters and on their further education and future careers, including information about sources of more expert advice on specific questions;
- making records of and reports on the personal and social needs of pupils;
- making effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment;
- communicating effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being;
- communicating and co-operating with external support agencies as necessary;
- participating in meetings and other activities, both within and out of school, which provide appropriate opportunities for the sharing of good practice and other forms of professional development eg departmental, year, staff and external subject meetings.

**Assessments and reports:**

- providing or contributing to oral and written assessments, reports, IEPs and references relating to individual pupils and groups of pupils, in order to provide learners and other interested parties with accurate and constructive feedback on their strengths, attainment, progress and areas for development, including action plans for improvement.

**Appraisal, review, induction, further training and development:**

- evaluating your performance and being committed to improving your practice through appropriate professional development, participating in the school's performance management system and its arrangements both as performance manager when required and as an appraisee and maintaining a professional portfolio of evidence to support the performance management process;
- acting upon advice and feedback and being open to coaching and mentoring;
- participating in arrangements for further training and professional development as a teacher including undertaking training and professional development which aims to meet needs identified in appraisal objectives or in appraisal statements;
- having a creative and constructively critical approach towards innovation; being prepared to adapt your practice where benefits and improvements are identified;
- in the case of a teacher serving an induction period pursuant to the Induction Regulations, participating in arrangements for supervision and training.

- Working with teachers and associate staff on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements.

#### **Discipline, health and safety:**

- establishing a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school;
- maintaining good order and discipline among the pupils and safeguarding their health and safety both when they are authorised to be on the school premises and when they are engaged in authorised school activities elsewhere;
- using a range of behaviour management techniques and strategies which support and follow the school's behaviour procedures;
- understanding the roles of colleagues such as those having specific responsibilities for learners with special educational needs, disabilities and other individual learning needs, and the contributions they can make to the learning, development and well-being of children and young people;
- being aware of the responsibility for personal health, safety and welfare and that of others who may be affected by your actions or inactions and to co-operate with your employer on all issues to do with Health, Safety and Welfare;
- knowing the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.

#### **Staff meetings:**

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

#### **Cover:**

According to the School Teachers Pay and Conditions Document 2010:

- 'Teachers may only rarely cover for absent colleagues, in circumstances which are not foreseeable' and 'in line with the schools 'Rare Cover Policy'.

#### **Public examinations:**

- participating in arrangements for preparing pupils for public examinations, in assessing pupils for the purposes of such examinations and recording and reporting such assessments;
- knowing the assessment requirements and arrangements for the subjects/curriculum areas you teach, including those relating to public examinations and qualifications.

#### **Administration:**

- attending assemblies, registering the attendance of pupils and supervising pupils, fulfilling the requirements of the weekly duty rota, whether these duties are to be performed before, during or after school sessions;
- a teacher should not routinely undertake tasks of a clerical or administrative nature which do not call for the exercise of a teacher's professional skills and judgment.

#### **Working time:**

- A teacher employed full-time shall be available for work for 195 days in any school year, of which 190 days shall be days on which he may be required to teach pupils in addition to carrying out other duties; and those 195 days shall be specified by his employer or, if his employer so directs, by the head teacher.
- Such a teacher shall be available to perform such duties at such times and such places as may be specified by the head teacher for 1265 hours in any school year, those hours to be allocated reasonably throughout those days in the school year on which he is required to be available for work.



- Time spent in travelling to or from the place of work shall not count against the 1265 hours.
- Such a teacher shall not be required under their contract as a teacher to undertake midday supervision, and shall be allowed a break of reasonable length either between school sessions or between the hours of 12 noon and 2.00 pm.
- Such a teacher shall work such reasonable additional hours as may be needed to enable him to discharge effectively his professional duties. The amount of time required for this purpose beyond the 1265 hours and the times outside the 1265 specified hours at which duties shall be performed shall not be defined by the employer.

**Guaranteed planning and preparation time:**

- A teacher shall be allowed as part of the 1265 hours reasonable periods of time ("PPA time") to enable him to carry out his duties.
- PPA time shall amount to not less than 10% of the teacher's time-tabled teaching time (and for this purpose "time-tabled teaching time" means the aggregate period of time in the school time-table during which the teacher has been assigned by the head teacher in the school time-table to teach pupils).
- Such a teacher shall not normally be required to carry out any other duties, including the provision of cover, during PPA time.
- This also applies to a classroom teacher who is employed on a part-time basis with the substitution for the reference to 1265 hours of a reference to that number which as a proportion of 1265 hours equates to the proportion of the school week that the teacher is normally employed.

**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.

## **ABOUT THE SCIENCE DEPARTMENT**

Currently the department has five biology teachers, two chemistry teachers and two physics teachers. We are supported by two full time technicians. All staff teach across the age and ability range and are expected to contribute beyond their teaching commitment.

The GCE results are in line with national performance. The GCSE results are close to national performance.

Use of OneDrive to share resources, technology and superb team work make this department very strong. We, therefore, seek to appoint an innovative, dynamic and capable practitioner who will be an active member of the departmental team and contribute to enabling further developments in the Sciences and their teaching. Striving for excellence is not optional – nor is a willingness to learn from each other, through observation and discussion.

### **Key Stage 3**

Students in Key Stage 3 are taught in two bands, each band setted on three levels. Students currently have three 60 minute periods of Science each week in year 7, 8 & 9. We have introduced a new scheme of work in Year 7 consisting of a series of topics which are based on the new AQA syllabus and the 'mastery' approach.

Progress in KS3 is assessed using short written tests, investigation work and creative problem solving tasks.

### **Key Stage 4**

We offer both Separate Sciences and Combined Science Trilogy GCSEs. We are delivering AQA courses supported by the latest Oxford University Press text books and by the online Kerboodle package.

### **Key Stage 5**

We currently offer A-level EDEXCEL Biology, AQA Physics, Chemistry and L3 Applied Science to our sixth form students, All are popular choices. Students are keen to learn and many of our previous students' have continued to with their studies at University level.

We are seeking to appoint a specialist who would be comfortable taking a lead on key topics at A-level.

We offer a range of enrichment activities including a STEM club with Maths and Technology and the Engineering Education Scheme. We also have close links with local employers with whom we are developing contextualised learning projects.

## **ABOUT THE MATHEMATICS DEPARTMENT**

Currently the department has eight teachers, from the recently qualified through to members of the Senior Team. Most staff teach across the age and ability range and are expected to contribute beyond their teaching commitment.

With regard to examination results, the Maths department has seen an upward trend in the highest grades at GCSE. A-Level results are a particular strength, where the average A\*-C has been over 90% for the last 3 years. Innovative use of resources, technology and superb team work make this department very strong. We, therefore, seek to appoint an innovative, dynamic and capable practitioner who will be an active member of the departmental team and contribute to enabling further developments in mathematics and its teaching. Striving for technical excellence is not optional – nor is a willingness to learn from each other, through observation and discussion.

### **Key Stage 3**

Students in Key Stage 3 are taught in two bands, each band setted on three levels. Students have four 55-minute periods of Mathematics each week. The scheme of work is based upon a series of topics which are revisited through the Key Stage. The main resources for these are the Collins Maths Frame-working scheme.

Progress in KS3 is assessed using short (30 - 50 minute) written tests, with a more formal examination at the end of the year.

### **Key Stage 4**

Students in KS4 are setted across the year group and follow Linear GCSE at a tier of entry suited to their needs. Students have four 55-minute periods of Maths each week. The typical distribution of entry level is as follows:- 3 sets follow the higher course, and 4 sets follow the foundation course.

The main resource for KS4 is the series of Heinemann texts for Edexcel GCSE and the Collins Linear GCSE series.

All students are now entered for AQA Linear GCSE at the appropriate tier. In addition, for exceptional candidates, the department offer the Further Maths Level 2 qualification.

### **YEARS 12 & 13**

We currently offer A levels in Maths and Further Maths following the Edexcel course. Mathematics is a popular choice at 'A' level.

In Further Mathematics we have chosen to offer both Decision option modules.

## **ST BENEDICT'S SCHOOL 'OFFER'**

- Brand new school opening Autumn 2018.
- 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
- Planned career progression, and CPD support for this
- Regular opportunities to participate in education visits abroad
- Access to CPD opportunities offered by our local Teaching School Alliance
- Dedicated Student Support Officers 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 an 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 21 May 2018**  
**Shortlisting will take place on Monday 21 May 2018**  
**Interviews will be held on Thursday 24 May 2018**

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