



**St Peter's  
Catholic School**

*Faith is our Foundation*

**Teacher of Drama  
Job Application Pack**

**Whitefields Road, Solihull, B91 3NZ**



St Peter's  
Catholic School

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# Headteacher's Welcome



Thank you for your interest in the role of Teacher of Drama.

Welcome to St Peter's Catholic School. Serving Solihull's Catholic community, we are a popular, oversubscribed school with very strong links with our local community. With faith as our foundation, the teachings of Christ underpin all that we do here at St Peter's.

A good education is the best possible preparation for adult life and at St Peter's, we aim to ensure that every student thrives and flourishes.

Our distinctiveness rests on the Catholic character and ethos of our school and this lies at the heart of everything we do. We endeavour to educate pupils in a caring and nurturing atmosphere so that they are enabled to value lifelong learning and the Gospel values can be related to everyday life and work.

Thank you for your interest in our school and I would like to take this opportunity to wish you well in your application.

Marie Murphy  
Headteacher

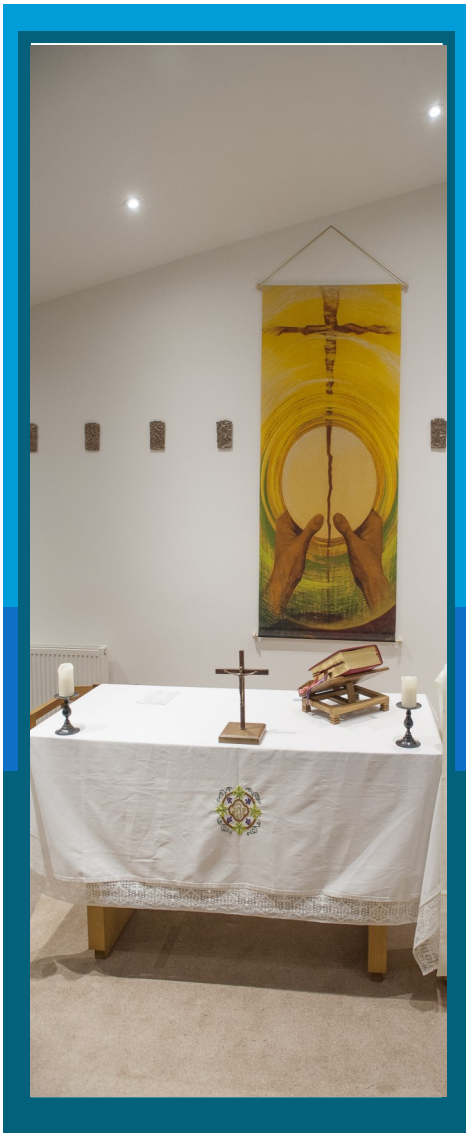
Selection and recruitment is a two-way process, and it is important that your own core values, whether you have a faith of your own, or you practise no faith at all, are in line with St Peter's core values and ethos.

As a Catholic school, our ethos is rooted in our school motto: *Faith is our Foundation*.

Above all, the Catholic faith teaches love and forgiveness. We believe that all members of our school community should be treated with compassion and respect. Our community is one of solidarity and kindness; where we aspire to look out for one another at all times. By coming to work here, we are hopeful that you will find a really unique and special place to work.

At St Peter's, we:

- offer all children equal access to the curriculum and school life in the community where individual differences are appreciated, celebrated, understood and accepted
- encourage children to become good citizens, by developing caring attitudes and respect towards themselves, other children, adults, their school and their community
- value the achievements of all children, both in and out of school and provide opportunities to develop self-confidence and a positive self-image
- believe in high expectations and having a behaviour policy that is consistently used to allow all students to achieve their best
- encourage each individual to take responsibility for his/her behaviour and to act as a good role model to others
- acknowledge that we all make mistakes
- believe that hard work is the key to success for staff and students
- strive to ensure that issues of equal opportunities are considered in all our work
- value generosity of spirit
- believe that we all have a professional obligation to improve as teachers
- believe teachers should engage in educational research to improve their practice
- have a T&L policy based around High Challenge Low Preparation, Rosenshine and Teach Like a Champion
- believe in consistently good teaching which improves student progress
- welcome diverse ideas to solve problems



# Curriculum

The curriculum at St Peter's has been designed to ensure all students develop academically, spiritually, morally, socially and physically. As part of the curriculum the government expects schools to promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. As a Catholic school, St Peter's embeds those values through its ethos and mission statement, which extends to all activities in school, within and outside the taught curriculum.

Independent Advice and Guidance (IAG) meetings are provided to all students in Y8-13 appropriate to the stage and age of students. These interviews are to ensure that students make informed choices at every stage and are in a position to make the next step into further or higher education, apprenticeships or employment. Careers education is delivered holistically as part of the Citizenship curriculum, during form times and by individual subject areas.

Further information about the curriculum will be made available to students when they make their subject choices for KS4 and KS5.

## KS3

In years 7, 8 and 9, all students study the statutory National Curriculum subjects; Mathematics, English, Science, MFL, Geography, History, Art and Design, Design Technology, Music and Citizenship in addition to the non-statutory subjects Drama, Religious Education, Personal Development and Computing. In the Spring Term of Year 9 students select which optional subjects they will study in Years 10 and 11.

## KS4

In years 10 and 11, all students continue to follow a core programme of Mathematics, English Language and English Literature, Religious Education, Science, PE and Personal Development and Citizenship. At KS4 Science GCSEs are offered in Biology, Chemistry and Physics, as well as Combined Science.

The majority of students will study the core curriculum plus:

- A Modern Foreign Language (French, German or Spanish)
- A humanities subject (History or Geography)

The following optional subjects are available:

- A second humanities subject (History or Geography)
- A second Modern Foreign Language (French, German or Spanish)
- Art and Design
- Business Studies
- Catering
- Computer Science
- Dance
- Drama
- Health and Social Care
- Music
- PE/Sport
- Product Design (Resistant Materials or Textiles)
- Sociology

Work experience is a vital part of Key Stage 4. It gives students an insight into the world of work and can help to influence post -16 choices and career plans. All Year 10 pupils spend a week taking part in Work Experience. Placements vary a great deal and have included experiences in the Army, offices, nurseries and schools, theatres, engineering companies, catering, journalism, archaeology, the RAF, banking, travel agencies and so on.

## KS5

A wide range of subjects are offered at St. Peter's Sixth Form. Students select three subjects to study over two years. All students have the option to study AS Level Core Maths in Y12. Students studying Mathematics may wish to study Further Mathematics as a fourth subject.

All students will study the Extended Project Qualification (EPQ) or Christian Living as part of their religious and vocational education. Students can choose from a range of enrichment activities, such as supporting in KS3 lessons, paired reading, peer mentoring/mediation or PE.



# Wellbeing Charter



## Professional Development

- We have a non-hierarchical approach to professional development; staff are given opportunities to lead training sessions
- We develop leadership positions at all levels e.g. NPQSL, NPQML, SLE, NPQH
- We have a comprehensive training programme and support for trainees and NQTs
- We have a CPD programme for experienced staff
- Observations are developmental and not graded



## At St Peter's we have:

- Supportive staff, with cake, laughter and friendship in the staffroom
- A culture of peer-to-peer praise (Star of the Month)
- A buddy system for new staff
- A staff room with facility to eat lunch, relax, work and support colleagues
- Regular staff social events out-of-school
- A flexible and generous approach to family appointments, children's events, nativities, sports days etc.
- Free on-site parking
- Frequent consultations on aspects of school such as the annual calendar
- Celebrations of successes, e.g. staff marathon runners, Star of the Month
- A range of after school fitness/ wellbeing clubs and creative classes
- Seasonal events for everyone to show their less serious sides
- Countless opportunities to get involved with the wider life of the school including trips and visits, e.g. Year 7 Bushcraft
- A counselling service free to all staff both in-house and externally
- Staff who are Mental Health Ambassadors
- Staff 'treats' such as pancakes on Shrove Tuesday and an Advent raffle



## To Reduce Workload, we have:

- A staff workload group to guide and develop policy
- Teaching resources shared centrally by every department
- A cover team to help reduce cover for teaching staff
- A whole school marking policy to ensure any homework set is *meaningful, manageable and motivating*
- Reduced the number of data entries
- Replaced lengthy written subject reports, with concise TIPs (To improve)
- SLT Open Door Policy at all times
- Implemented fewer meetings, with those that do take place doing so when they are needed - not just because they are on the calendar
- Employed external invigilators for Year 11 mocks
- Established a Communications Policy which protects time outside of school day



## All Solihull LA Staff have access to:

- Yearly flu-jab vaccinations
- Specsavers scheme eye tests
- Cycle2work scheme
- Birmingham Hospital Saturday Fund – access to a corporate health cash plan that allows you to claim back cash payments towards everyday healthcare costs  
[www.bhsf.co.uk](http://www.bhsf.co.uk)
- Credit Union – A facility to save monthly through your SMBC salary deductions
- Childcare vouchers scheme

# Teacher of Drama

## MPR/UPR



### Full-time, temporary position (maternity cover)

### Required from September 2021

Applications are invited from enthusiastic teachers of Drama who are looking to join an outstanding school committed to academic and pastoral excellence. The successful candidate will also be required to teach a second subject.

This full-time temporary post provides an exciting opportunity for NQTs looking to join a highly successful and extremely supportive and collaborative faculty or experienced colleagues seeking to further their experience in a high achieving 11-18 school where outcomes are excellent. We really value the arts at St Peter's and our Drama staff make valuable contributions to the curricular and extra-curricular life of our school.

St. Peter's Catholic School is a popular, oversubscribed and successful school. We pride ourselves on the high academic standards that we achieve across all key stages; the pastoral care that we provide and the enrichment opportunities that we offer.

Prospective candidates are welcome to contact Esther Rai, Head of Performing Arts, for more information or an informal chat: [raie@st-peters.solihull.sch.uk](mailto:raie@st-peters.solihull.sch.uk)

Please return your completed application form and a formal letter of application to [recruitment@st-peters.solihull.sch.uk](mailto:recruitment@st-peters.solihull.sch.uk).

Closing date: 9am on Monday 19th April 2021

Interview date: Week commencing Monday 26th April 2021



# Job Description

## 1. Job Purpose

The Main Duties (2.1) below are a Main Pay Range Teachers' Responsibilities as set out in the Teachers' Pay and Conditions Document. Main Pay Range teachers are required to act in accordance with the school's ethos, policies and practices, under the direction of the Headteacher.

For UPR posts only:

In addition to the duties and responsibilities of a Main Pay Range teacher you are, as an Upper Pay Range teacher, required to be highly competent in all elements of the Teacher Standards, to ensure that your achievements and contribution to the school are substantial and sustained and to ensure that you discharge the Accountabilities under paragraph 10 and, if you are paid at the maximum of the Upper Pay Range, Accountabilities under paragraph 11. If you are a TLR post holder you will find the TLR job description attached.

## 2. Key Responsibilities

### 2.1 Main Duties

#### MPR Teaching

- Plan and teach lessons and sequences of lessons to the class(es) you are assigned to teach within the context of the school's plans, curriculum and schemes of work in order to achieve target levels of student attainment, progress and outcomes.
- Assess, monitor, record and report on the learning needs, progress and achievements of assigned students.
- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
- Set and mark work to be carried out by the student in school and elsewhere, in accordance with the school's marking policy and schedule.
- Participate in arrangements for preparing students for external examinations.

#### Whole school organisation, strategy and development

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures in such a way as to support the school's values and vision.
- Work with others on curriculum and/or student development to secure co-ordinated outcomes.

#### Wider Professional Responsibilities

- Make a positive contribution to the wider life and ethos of the school
- Deploy support staff effectively

#### Health, safety and discipline

- Promote the safety and well-being of students in accordance with the school's Child Protection, Safeguarding and other relevant policies.
- Maintain good order and discipline among students in accordance with the school's behaviour policy.

#### Management of staff and resources

- Direct and supervise support staff assigned to you and, where appropriate, other teachers.
- Contribute to the recruitment, selection, appointment and professional development of other teachers and support staff.
- Deploy resources delegated to you in accordance with school policies.



# Job Description



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## 2.1 Main Duties (continued)

### **Professional development**

- Participate in arrangements for the performance management process and review of your own performance and, where appropriate, that of other teachers and support staff.
- Participate in arrangements for your own further training and professional development and, where appropriate, that of other teachers and support staff including induction.

### **Communication**

- Communicate with students, parents and carers in accordance with the school ethos, policies and practice.

### **Working with colleagues and other relevant professionals**

- Collaborate and work with colleagues and other relevant professionals within and beyond the school.
- Participate in administrative and organisational tasks, including the direction or supervision of persons providing support for the teachers in the school, which require the exercise of your professional skills and judgement.

### **Professional behaviour**

- To be professional and respectful towards all colleagues, and to address any concerns through proper channels.
- To be professional, fair and firm with students, demonstrating the sort of politeness and respectfulness that we wish them to emulate.
- To be helpful and welcoming to parents/carers and others visiting or making contact with the school.
- To provide a good role model for students.
- To support and uphold the aims, values and ethos of the school.
- To maintain an appropriate and professional distance with students in more informal situations.
- To celebrate and praise the achievements of staff and students.
- Be smartly and professionally dressed.

### **UPR Upper Pay Range Accountabilities**

- Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their effective implementation to impact upon student achievement.
- Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.
- Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas you teach, including those related to public examinations and qualifications.
- Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.
- Have a more developed knowledge and understanding of your subjects/curriculum areas and related pedagogy including how learning progresses within them than a Main Pay Range teacher.
- Have sufficient depth of knowledge and experience to be able to give advice to colleagues on the development and well-being of children and young people.
- Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.



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# Job Description



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## 2.1 Main Duties (continued)

- Provide coaching and mentoring to other teachers or colleagues, give advice to them and demonstrate to them effective teaching practice in order to help them meet the relevant standards and develop their teaching practice.

### **Additional Accountabilities for the Maximum of the Upper Pay Range**

- In addition to the requirements of a Main Pay Range teacher and an Upper Pay Range teacher, teachers paid at the maximum of the Upper Pay Range are required to ensure that they:
  - Play a critical role in the life of the school.
  - Provide a role model for teaching and learning.
  - Make a distinctive contribution to the raising of student standards.
  - Contribute effectively to the work of the wider team.
  - Take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve students' learning.

## 2.2 Safeguarding

School is committed to keeping children, young people and vulnerable adults safe. The post holder is responsible for promoting and safeguarding the welfare of the children, young people and vulnerable adults for whom she/he is responsible or comes into contact with.

## 2.3 Health & Safety

Health and safety laws require all employees to help the School maintain and improve health and safety standards. This means that the post holder must take reasonable care of his/her own and others' health and safety and co-operate with any reasonable request to support the School, managers and other employees, in meeting their health and safety legal responsibilities. Line managers have additional responsibilities to ensure that policies, procedures and safe systems of work are implemented on a daily basis.

All duties and responsibilities must be carried out in line with the School's Health and Safety Policy and any local safety procedures.

## 2.4 Information Management

As an employee of the School, the post holder will be expected to manage information in accordance with School policies. The post holder will ensure that information used is held and transmitted securely in a manner commensurate with its sensitivity, and that it complies with the provisions of the Data Protection Act 1998.

## 2.5 Policies & Procedures

The post holder will be accountable for ensuring that he/she is aware of relevant school policies and that all duties and responsibilities are carried out in line with the appropriate policies and procedures.

## 3. Other Conditions

### 3.1 Mobility

Whilst this post is initially to a specific post, the post holder may be exceptionally required to transfer to any post appropriate to their grade at such a place as in the service of the school they may be required.

# Job Description

## **3.2 Equal Opportunities**

School is committed to Equal Opportunities and expects all staff and volunteers to recognise and value differences and to treat everyone with dignity and respect.

## **3.3 Variations to Job Descriptions**

Due to changing customer demands, duties and responsibilities are likely to vary from time to time and the School therefore retains the right to amend job descriptions to reflect changing requirements.

## **3.4 Training and Development**

The school is committed to the personal and organisational development of the individual. The post holder will be encouraged to identify job-related development needs.

This school has a responsibility for, and is committed to, safeguarding and promoting the welfare of children, young people and vulnerable adults, and requires all staff and volunteers to share this commitment. The successful applicant will be required to undertake an enhanced criminal records disclosure check.

# Person Specification



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	Essential Criteria	Desirable Criteria	Measured by
<b>Education &amp; Qualifications</b>	Qualified teacher status	Evidence of further studies	Application Form Certificates
<b>Skills &amp; Abilities</b>	<p>Pupil-centred</p> <p>Good oral and written communication skills</p> <p>Effectively prioritised work habits and organisation</p> <p>Good ICT skills</p> <p>A positive role-model</p> <p>High levels of pupil engagement and excellent pupil progress in lessons</p> <p>Effective differentiation within lessons</p> <p>Enthusiastic about innovative approaches to teaching &amp; learning</p> <p>AfL as an integral part of lessons</p>		<p>Application Form</p> <p>Interview</p> <p>References</p>
<b>Experience &amp; Knowledge</b>	<p>Effective and confident classroom teacher.</p> <p>Knowledge of current trends and good practice in the teaching of Drama.</p> <p>Desire to seek examples of best practice and adapt to own use.</p>		<p>Interview</p> <p>References</p>
<b>Other requirements</b>	<p>Commitment to a comprehensive and holistic education</p> <p>Enthusiastic approach</p> <p>Self-motivated</p> <p>Able to use initiative</p> <p>A team-player</p> <p>Supportive of the ethos of St. Peter's Catholic School</p>	Willingness to contribute to the wider life of the school.	Interview
<b>Compiled/ Reviewed by</b>	<b>Mrs M E Murphy Headteacher</b>	<b>Date: October 2020</b>	

# Notes to Applicants

Applications will only be accepted from candidates completing the application form in full. CV's will not be accepted in substitution for completed application forms.

Interviews will be offered to those applicants who best demonstrate how:

- skills, abilities and experience match the person specification and job description.

**Closing date for applications: 9am on Monday 19th April 2021**

**Interview date: Week commencing Monday 26th April 2021**

## Applying

If you decide to apply for this position, please return your completed application form and formal letter of application by email to [recruitment@st-peters.solihull.sch.uk](mailto:recruitment@st-peters.solihull.sch.uk).

All appointments are subject to the usual pre-employment checks to meet vetting and barring requirements. For more information about the school, please visit [www.st-peters.solihull.sch.uk](http://www.st-peters.solihull.sch.uk).

It is currently intended that the School will convert to academy status on 1 April 2021 and therefore, if your application for this role is successful, it is anticipated that your employer would be Our Lady and All Saints Catholic Multi-Academy Company.

