

St Mary's Catholic High School and Sixth Form College

This prospective applicant pack provides you all the relevant information you need to apply for the vacancy being advertised. The pack also provides a lens into our flourishing school community through the videos and content that we have created for you.

CLOSING DATE FOR APPLICATION: 9.00AM, MONDAY 15TH MAY 2023

INTERVIEW DATE: FRIDAY 19TH MAY 2023



“ I can do all things through Christ who strengthens me to be a **safe, happy, proud, loving** person who **flourishes** in life ”

“

OUR MISSION STATEMENT

I can do all
things through
Christ who
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loving person
who **flourishes**
in life. ”

HEADTEACHER'S WELCOME



Dear Applicant

Thank you for your interest in our school. We have pleasure in enclosing this information pack, which we hope you will find useful in deciding whether to apply for a role in our school. We are very much aware that a decision to apply for a new job is a two-way process; if appointed you would be committing at least the next few years of your professional life to the school and you will want to ensure that you are happy coming to work each day, be professionally challenged and prepared for the next stage of your career. The aim of the pack is to provide you with a flavour of our school community and we of course welcome visits and conversations before the closing date.

We are very much first and foremost a Catholic high school. That means our values and vision are rooted in the teachings, example and life of Jesus Christ. This does not mean we expect every member of staff to be a practising Catholic, but we do expect every member of staff to share our values and be active in promoting the Catholic life of the school through their daily interactions. Our Mission Statement is focused upon helping every person have a sense of self-belief so that they feel safe and happy, proud to be associated with St Mary's so that we are able to share God's love and thrive in our lives. To enable us to make this happen we have put a great emphasis on character education where we outline the virtues we aspire to in order to fulfil the school's mission. These virtues are Christ centred and are used in all aspects of school life. These are:



FIND OUT MORE ABOUT OUR SCHOOL'S CHARACTER VIRTUES HERE

<https://cutt.ly/yk8HcOQ>

We expect every adult in school to embrace these virtues and act as role models for them. The character virtues were introduced in 2020 and are becoming embedded within our school. They mark the latest phase of our school's development. In 2019, the school was judged to be **"Good"** noting the impact of the, **intelligent and determined leadership** in our school.

We are looking forward to building on our successes as a transformational school. We are ambitious to provide the best possible education for our students and constantly challenge ourselves to improve. In 2023, our ongoing school priorities are:

- *Ensure our SEND Provision is front and Centre of all that we do*
- *Ensure all our students have literacy skills to ensure they can flourish academically and socially*
- *Ensure we provide the highest quality of Teaching and learning experience for all our students*
- *Ensure our target setting, assessment and reporting processes are widely understood and impact positive on learning*
- *Ensure we have consistently highest standards of behaviour in school*
- *Ensure our Pastoral provision meets the growing needs of all of students, particularly the most vulnerable, to overcome barriers and enable them to flourish*
- *To ensure what we have a Curriculum that has a clarity in its vision and a structure, sequence and coherence in its implementation*
- *Ensure that our Personal Development Curriculum prepares our students effectively for the challenges of adulthood to enable them to flourish*
- *Within the context of faith, local, regional, and national developments ensure that the school uses every opportunity to continue to flourish, that we develop a clear leadership structure at all levels to build capacity and succession planning, which enables our staff to enjoy a professionally challenging life whilst maintaining a healthy work life balance*
- *Ensure that Christ is at the centre of all that we do, and our distinctive Catholic identity is lived out across all aspects of school life.*

All of the above is underpinned by a Behaviour Policy rooted in the warm strict approach, which incorporates the highest expectations and absolute consistency delivered in a manner founded in love, which is at the core of Christ's examples and teachings.

The school originates from the post-war expansion of secondary education; it was originally a separate boys and girls' school that merged. We have 1600 pupils and employ 168 staff. The site is large, extending over 33 acres, and has a campus style with blocks housing specific departments with generous playing fields, an astro-turf, sports hall, gym and fitness suite. The school is situated in Astley, a community village serving Manchester and Liverpool and our pupils come from the local area as well as Leigh, Tyldesley, Atherton, Boothstown, Hindley and Lowton. We have eight partner primary schools but draw pupils from 30 different schools in the locality. We are oversubscribed for applications in Year 7 and have well over 200 applications for sixth form next year. The catchment area of the school is very diverse in terms of socio-economic basis and it is truly comprehensive in this sense but less so in other areas, as most pupils are of white British and Irish heritage.

As I indicated earlier, we are more than happy to welcome prospective candidates with an informal call or to visit the school before the application deadline. If you would like to take advantage of this, please contact Tricia Foster, Human Resources Manager who will arrange a mutually convenient time.

Yours faithfully,



Denise Brahms
Headteacher

GOVERNORS



Dear Applicant

Thank you for your interest in our school. We are very proud of our school community as it goes from strength to strength. We believe strongly that the quality of our provision is entirely dependent on the professionalism, energy, commitment and skill of every single member of staff and each individual has a vital role to play. We understand that working in a school is a really demanding vocation and as a governing body we want to ensure that systems are in place to support and professionally challenge everyone. Our Catholic faith underpins this. This does not mean that you have to be a practising catholic to work in our school, (*with the exception of Headteacher, Deputy Headteacher and Head of Religious Education*). We welcome applications from people of all faiths and fully recognise that diversity brings about strength. We do ask that candidates support the values of the school and understand that every adult in the community has a key role to play in developing this.

I hope the information pack is of use to you. Please take the opportunity to visit us and ask any questions you have. You will find a warm, welcoming community that is truly supportive of everyone and we very much hope to receive an application from you.

Yours faithfully,

A handwritten signature in blue ink, appearing to be 'NG', with a long horizontal line extending to the right.

Dr Neil Gredecki
Chair of Governors



Y11 Head Flourishing Life Leaders



Dear Applicant

A famous man once said “with confidence, you have won before you have started”, and this idea is one we think our school achieves in developing every member of the community, and the reason we have the confidence to be who we are today, not only as Head Pupils, but as our authentic selves as well. Starting at a new school will always be scary, you can’t get past that, but from personal experience we know that our school exceeds in making everyone feel accepted and welcome, especially when one of us joined midway through Year 9 and settled like they’d been there since the beginning. One of our favourite things about our school is our exceptionally strong sense of community, which is rife in every aspect of our school life (no matter how cliché it sounds), from our student leadership team to our senior leadership team. We genuinely feel everyone can be themselves and that everyone has the potential to grow in our environment as we have such a diverse and vibrant splash of individuals. Overall, we are certain that no matter if you are a student, teacher, caretaker, you are loved and appreciated as a vital part of our school community. We hope that we have given you a flavour of what it's like at St Mary's and hope you would like to work here.

Jada Mitchell and Zach Wahed

Y11 Principal Students - Flourishing Life Leaders

Sixth Form Flourishing Life Leaders



Dear Applicant

To us, St Mary’s Sixth Form is the place where young people finally find their place in the world. You see the special part of St Mary’s Sixth Form is that the community acknowledge the fact that this is particularly a hard time in a young adult’s life, especially when you’re transitioning between high school and going onto university or the world of work. However, the daunting feelings seem a little less difficult to comprehend with the help of the caring and compassionate staff. The bonds that grow between each other, whether it’s in the common room, in our form rooms, in lessons, reflect the love and care that encompasses the school. As we develop our independence, we know staff at St Mary's will help us to gain the balance between healthy individual strength and also knowing when to reach out for support when necessary. Each day is an opportunity for us to shine brighter than the day before and accomplish our ambitions. St Mary’s Sixth Form provides us ‘hope’ of a flourishing future.

Molly Withers

KS5 Principal Student – Flourishing Life Leaders

VIRTUAL TOUR OF OUR SCHOOL



Please click the follow link to see the virtual tour we have created for you. This will provide you a lens into our flourishing school community.

CLICK HERE <https://www.youtube.com/watch?v=1dByhzlFu8U&feature=youtu.be>

VIDEO FOR PROSPECTIVE PUPILS



OUR OFFER TO STAFF



Staff wellbeing is important at St Mary's. Working in a school is a tough job. It can be immensely rewarding but also physically and emotionally draining. Therefore, it is vital that as a Catholic community we look after one another at all levels and in all posts so that we form a cohesive and effective workplace. Should you be successful in your application the school offers access to a wide range of facilities to support staff health and well-being including the following:

HEALTH AND WELLBEING

- An induction process that collates all information needed to become part of the community along with support from a designated wellbeing buddy for the first half term to help with any concerns. Mental health resources, such as the wellbeing employee service, reflection sessions with mental health professionals and 1-1 in house counselling.
- A Mental Health Lead that is responsible for wellbeing for both staff and students and an opportunity to join the staff wellbeing team that have been involved in both physical and virtual wellbeing weeks.
- Personal mentors for RQTs/NQTs/Trainees.
- SLT open door policy.
- Offer of a reflection session with mental health professionals.
- Regular staff surveys to allow for discussion around key priorities during the school year.
- Wellbeing work with students in Curriculum for Life to enable better behaviour, more focus etc.
- PPA/Frees are allowed to be taken off site providing the guidelines are followed.
- Duties happen once a week on a day you have a free and consist of one break and one bus duty.
- New appraisal process including the absence of numerical targets.
- Restructure of after school meetings so that these allow for departmental, whole school and personal development time (teaching staff).
- Discussion and changes of the assessment calendar to help with work-life balance.
- Updated marking policy created at a department level.
- Access to free refreshments (tea & coffee) for all staff.
- Access to an onsite fitness suite with dedicated time for staff usage along with exercise and Mindfulness sessions all free of charge.

This is by no means an exhaustive list and wellbeing is very much a fluid offer that adapts and changes to the needs of staff and students at St Mary's constantly. We look forward to welcoming you into our Catholic community and hope you have some creative ideas to share that will enhance our offer further.





The image shows the exterior of a modern building with a dark, grid-patterned facade. A crest featuring a crown and the motto 'SUBSAPIENTIAE' is mounted above the entrance. The words 'ST. MARY'S', 'SIXTH FORM', and 'CENTRE' are displayed in large, white, three-dimensional capital letters on the wall. To the left, there are large glass windows. The overall scene is in a muted, greyish-blue tone.

ST. MARY'S SIXTH FORM CENTRE

“ This school has been transformed since the last inspection as a result of intelligent and determined leadership, including in the Sixth Form.

Leaders, including governors, have secured evident and significant improvement throughout all aspects of the school, most particularly in the behaviour of pupils, their attendance, the quality of teaching and the achievement of disadvantaged pupils currently in the school

OFSTED REPORT

OFSTED PARENT VIEW FEBRUARY 2021

97%	Of parents say that their child is happy at our school
97%	Of parents say that their child feels safe at our school
96%	Of parents say that pupils behave well at our school
94%	Of parents say that we high expectations for their child
96%	Of parents feel that their child does well at our school
98%	Of parents feel that we offer a good range of subjects
91%	Of parents feel we support pupils Personal Development
97%	Of parents would recommend the school to another parent



Required for 1ST September 2023

St Mary's is a good school which is rapidly improving, and we seek applications from highly motivated and inspirational individuals who are committed to ensuring every child and adult within our community have the self-belief to flourish in whatever they choose to do. We are looking to appoint a well-qualified and excellent teacher of science, with the ability and motivation to ensure all students progress and achieve their potential.

The Science Faculty is large and successful. It offers a wide range of courses to meet the diverse needs of an inclusive school and standards are high. At Key Stage 5, Science subjects are extremely popular. Students in all key stages also have the opportunity to attend our STEM club.

Applications are equally welcomed from experienced colleagues ready to develop professionally in an 11-18 environment or from newly qualified teachers seeking a first professional challenge. We will always seek to appoint the best teacher and applications from all Science disciplines are welcome.

Closing date: 9.00am, Monday 15th May 2023

Date of Interview: Friday 19th May 2023

If you require any additional information regarding this post, please contact Tricia Foster, Human Resources Manager by e-mail t.foster@st-maryshigh.wigan.sch.uk

Full details of this post including the CES Support Staff application form and associated documents are available to download from the school's web site <https://www.stmaryschs.org.uk>

APPLICATION PROCESS



To apply for the post your completed application must be submitted to include the following documents:

- CES Teacher Application Form; including a supporting statement (current version December 2020)
- CES Consent to Obtain References
- CES Monitoring Form

Completed applications should be clearly marked with the post title and returned electronically for the attention of Mrs D Brahms, Headteacher to recruitment@smchs.org.uk.

St Mary's is an equal opportunities employer and are committed to safeguarding and promoting the welfare of children. We follow safer recruitment practices and appointments are subject to an enhanced DBS check.

JOB DESCRIPTION



POST TITLE: Teacher of Science

1.1 JOB PURPOSE:

Under the reasonable direction of the Headteacher, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).

Implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and support curriculum areas as appropriate.

Monitor and support the overall progress and development of students as a teacher/ Form Tutor

Facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.

Contribute to raising standards of student attainment.

Share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.

1.2 Line Management: Reporting to - Head of Department
Responsible for - No line manager responsibility

1.3 Liaising With: Headteacher, senior leadership team, teachers and support staff, LEA representatives, external agencies and parents.

1.4 Salary Scale: Classroom Teachers' Pay Scale

1.5 Working Time: Full time as specified within the STPCD

1.6 DBS Disclosure Level: Enhanced

2. TEACHING

2.1 Teach, students according to their educational needs, including the setting and marking of work to be carried out by the student in school and elsewhere.

2.2 Assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required.

2.3 Provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.

- 2.4 Ensure that ICT, Literacy, Numeracy and school subject specialism(s) are reflected in the teaching/learning experience of students
- 2.5 Undertake a designated programme of teaching.
- 2.6 Ensure a high-quality learning experience for students which meets internal and external quality standards.
- 2.7 Prepare and update subject materials.
- 2.8 Use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus.
- 2.9 Maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- 2.10 Undertake assessment of students as requested by external examination bodies, departmental and school procedures.
- 2.11 Mark, grade and give written/verbal and diagnostic feedback as required.

3. STRATEGIC/ OPERATIONAL PLANNING

- 3.1 Assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the curriculum area and department.
- 3.2 Contribute to the curriculum area and department's development plan and its implementation.
- 3.3 Plan and prepare courses and lessons.
- 3.4 Contribute to the whole school's planning activities.

4. CURRICULUM PROVISION

- 4.1 Assist the Head of Department, the Deputy Head: Quality of Education, to ensure that the curriculum area provides a range of teaching which complements the school's strategic objectives.

5. CURRICULUM DEVELOPMENT

- 5.1 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 and strategic objectives.

6. STAFFING

- 6.1 Take part in the school's staff development programme by participating in arrangements for further training and professional development.

- 6.2 Continue own professional development in the relevant areas including subject knowledge and teaching methods.
- 6.3 Engage actively in the performance management review process.
- 6.4 Ensure the effective/efficient deployment of classroom support
- 6.5 Work as a member of a designated team and to contribute positively to effective working relations within the school.

7. QUALITY ASSURANCE

- 7.1 Help to implement school quality procedures and to adhere to those.
- 7.2 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.
- 7.3 Review from time-to-time methods of teaching and programmes of work.
- 7.4 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.

8. MANAGEMENT INFORMATION

- 8.1 Maintain appropriate records and to provide relevant accurate and up-to-date information for MIS, registers, etc.
- 8.2 Complete the relevant documentation to assist in the tracking of students.
- 8.3 Track student progress and use information to inform teaching and learning.

9. COMMUNICATIONS AND LIAISON

- 9.1 Communicate effectively with the parents of students as appropriate.
- 9.2 Where appropriate, communicate and co-operate with persons or bodies outside the school.
- 9.3 Follow agreed policies for communications in the school.
- 9.4 Take part in liaison activities such as parents' evenings, review days and liaison events with partner schools.
- 9.5 Contribute to the development of effective subject links with external agencies.

10. MANAGEMENT OF RESOURCES

- 10.1 Contribute to the process of the ordering and allocation of equipment and materials.

- 10.2 Assist the Head of Department to identify resource needs and to contribute to the efficient/effective use of physical resources.
- 10.3 Co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and the students.

11. PASTORAL SYSTEM

- 11.1 Be a Form Tutor to an assigned group of students.
- 11.2 Promote the general progress and well-being of individual students and of the Form Tutor Group as a whole.
- 11.3 Liaise with a Pastoral Leader to ensure the implementation of the school's pastoral system.
- 11.4 Register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- 11.5 Evaluate and monitor the progress of students and keep up-to-date student records as may be required.
- 11.6 Contribute to the preparation of action plans and progress files and other reports.
- 11.7 Alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
- 11.8 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.
- 11.9 Contribute to PSHCE and citizenship and enterprise according to school policy
- 11.10 Apply the behaviour management systems so that effective learning can take place.

12. SCHOOL ETHOS

- 12.1 Play a full part in the life of the school community, supporting its distinctive mission and Catholic ethos and encouraging staff and students to follow this example.
- 12.2 Support the school in meeting its requirements for collective worship and liturgy.
- 12.3 Promote actively the school's corporate policies.
- 12.4 Comply with the school's health and safety policy and undertake risk assessments as appropriate.

PERSON SPECIFICATION



	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Qualified teacher Status (A) • A good Honours Graduate in a Science Discipline (A) 	<ul style="list-style-type: none"> • For experienced teachers a record of continuing professional development. (A) • Degree in Chemistry, Physics or related degree (A).
Understanding, knowledge and experience	<ul style="list-style-type: none"> • Evidence of successful experience/teaching practice as a classroom teacher of Science(A) • To have an excellent understanding of Science both its teaching and assessment. • To have an excellent understanding of AFL strategies that can inform teaching. • To have an excellent understanding of how students develop and progress in their knowledge, understanding and skills within Science • To have knowledge of and confidence in the use of pupil performance data to raise attainment (A, I) • To be able to use positive behaviour management systems to ensure pupils' behaviour is conducive to learning (A, I) • To have a good knowledge of current educational issues and initiatives. (A) • To be able to set clear objectives and targets for pupils, developing teaching sequences that show an ability to meet pupils' academic needs (A, I) • An awareness of good practice in identifying individual needs and providing appropriate curriculum provision. (A, I) • To be committed to making contributions to extra-curricular activities (A, I) 	

Personal Qualities	<ul style="list-style-type: none"> • To support and contribute to the school's Catholic Ethos. (I) • To be able to work collaboratively with other adults both inside and outside of the classroom (A) • To have excellent communication and interpersonal skills (I) • The ability to work collaboratively with other adults (I) • To be able to gain the confidence of colleagues and students (I) • To be self-reflective, with the ability and desire to improve own performance (I) • To be able to work effectively in a team and across department teams (I, A) • To be an enthusiastic Science teacher (I, A) • To have an excellent record of personal attendance, punctuality and health (R) • To have high personal standards - dress, conduct and presentation (I) 	<ul style="list-style-type: none"> • Self-aware and self-reflective (A, I) • Dedication to improving standards (A, I)
Commitment to	<ul style="list-style-type: none"> • Raising standards of student achievement. (A, I) • Continued Professional Development. (A, I) • Community liaison including parental involvement. (A, I) • Commitment to diversity and equality of opportunity in all working practices. (A, I) • The role of a Form Tutor within a specified year group (A, I) 	<ul style="list-style-type: none"> • Further career development. (A.I)
Additional Requirements	<ul style="list-style-type: none"> • The right to work in the UK (A, I) 	
Written Application	<ul style="list-style-type: none"> • A well-constructed and concise application showing evidence of knowledge, planning and enthusiasm for the role. 	

The School Governing Body are committed to safeguarding and promoting the welfare of children. This post is subject to the Enhanced Disclosure procedures.

Key: A = Application R = References I = Interview