

Our Lady Queen of Peace

Catholic Engineering College



Application Pack

Subject Leader of English

January 2023

Our Mission: *In Christ We Grow*

'As a learning community, we live out our Mission Statement striving for excellence through caring, sharing and achieving'.

An Outstanding Catholic High School (Section 48 Inspection)



Thank you for showing an interest in the post of Subject Leader of English at Our Lady Queen of Peace Catholic Engineering College.

There are 10 experienced & specialist teachers within the Department, including two Assistant Subject Leaders who support the leadership and organisation of the team.

English Department

The English department is well respected with school and students engage well within lessons. The department offers a range of enrichment opportunities including participation in writing competitions, visiting authors and this year as part of the judging panel for Lancashire Book of the Year.

At Key Stage 3 all students study 5 x 75 minutes per fortnight, where a wide range of challenging texts is used to deliver a well sequenced and carefully interleaved curriculum.

At Key Stage 4 all students study both AQA English Language and AQA English Literature and have 7 x 75 minutes per fortnight. The curriculum has been carefully designed to allow both of these qualifications to be delivered concurrently with all examinations taking place at the end of Year 11.

We are looking for a Subject Leader that first and foremost is an excellent teacher who can inspire a passion for English in all our students, whilst also having the capacity to build on the success of the current post holder in terms of developing the curriculum and how it is implemented in the classroom.

The English Department has undertaken a significant curriculum redesign, the focus now is to ensure that its implementation is of a consistently high quality so that all of our students have the very best experience and achieve their full potential.

The Subject Leader of English will be expected to promote whole school literacy and work collaboratively with the Literacy Co-ordinator.

Subject Leaders at Our Lady's are empowered to lead their departments and provide the highest quality experience for our students whilst also being supported to by a committed and highly visible Senior Leadership Team.

If you would like to arrange to visit the school or for an informal conversation about the role, please contact Ryan Hughes (Deputy Headteacher) on 01695 725 635 or by email r.hughes@olap.lancs.sch.uk

Our Lady Queen of Peace Catholic Engineering College

Our school is a **very special Catholic community**, in the heart of Skelmersdale, where everyone works hard to ensure that our exceptional young people receive an outstanding education, in an environment where they are cared for, and where they can fully develop and thrive.

Our Mission Statement 'In Christ We Grow' recognises **that gospel values are at the centre of every aspect of school life**. Our staff place **outstanding relationships with young people and their families** at the heart of all that we do. Our culture is one of compassion, care, humility, gentleness and forgiveness.

Our expectations are high for every young person, and we expect everyone in our community to strive for excellence through caring, sharing and achieving their very best.

We provide **outstanding opportunities**, with year on year investment in our school environment, with excellent facilities to learn in and where we have the highest standards of academic achievement, of appearance, of behaviour, attitudes and respect for all.

The **curriculum** is very carefully tailored for our young people, and the **extensive wider curriculum opportunities** and achievements are exceptional, including in Sports, Music, Dance and Drama.

Our **standards are high** and together with the very **strong pastoral care** and links with families, and all the opportunities for individual personal development, we ensure that we do all we can so that they are able to fully develop.

Our school is **regularly oversubscribed** with first choice applications and has grown in recent years so that we have around 900 students on roll.

We regularly receive awards – we are a **Flagship School for Inclusion**, we have the **International School Award** at the highest level, and are a **Music Mark School**. We are proud of our **strong specialism in Engineering** over many years, and our dedicated STEAM (Science, Technology, Engineering, Arts and Mathematics) Co-ordinator provides enrichment activities and events for our school and the local community. Our Lady Queen of Peace has a local, regional and national reputation for delivering high quality Engineering and STEM related courses.

We are delighted that we are regularly selected as being in the top three of all Liverpool Archdiocesan Schools through various nominations. Recently we have been successful in being nominated in the top three schools for Sports Achievement Award and Contribution to the Community Award. We were overall winners in the Creative Team Project of the Year Award.

The culture of this school is one of hard work, of service and of a genuine commitment to providing the highest quality of educational experience possible for our young people. This is not a school for those who seek a quiet life. We seek applicants who genuinely enjoy working with young people, to join our talented body of professional and exceptional staff, who will always give whatever is needed for our young people.

We are proud to belong to a community that values and respects every person and strives for a world class education for all.

Outstanding Archdiocesan Report "Our Lady Queen of Peace High School provides outstanding Catholic Education. Students are confident and proud to belong to their school."

Flagship School for Inclusion Quality Mark Report "A school that is clearly at the heart of its local community where inclusion is ingrained in the very fabric of the school and care, nurture and support are at the centre of everything that occurs here, for staff and students alike."

International School Award "The school's fantastic international work has rightfully earned it this prestigious award. The International School Award is a great chance for schools to demonstrate the important work they're doing to bring the world into their classrooms. Embedding an international dimension in children's education ensures that they are truly global citizens and helps prepare them for successful lives and careers in an increasingly global economy."

Ofsted January 2020 "Students typically enjoy coming to school. They get on well with each other, feel safe and appreciate the work of staff"

"Students benefit from a broad range of opportunities to enhance their personal development"

"Leaders...have high expectations for all students"

The closing date for return of completed application forms is **12 noon on Monday 6th February 2023**. **Please note: interviews are scheduled to take place on Wednesday 8th February**. It would therefore be appreciated if you could complete and return your application form as soon as possible. Only shortlisted candidates will be contacted. The post is subject to relevant safeguarding checks which include a satisfactory enhanced DBS clearance.

I would advise you to ensure that through the application form and letter you cover all areas in the person specification, since this is the information used to shortlist. May I wish you every success in your application.

Finally, I would encourage you to have a look on our website, which contains lots of information and keep up-to-date with the latest events at our school.

Mrs. M Henshaw, Headteacher



Job Description

Mission Statement

In Christ We Grow - As a learning community we live out our Mission Statement striving for excellence through caring, sharing and achieving.

Position	Subject Leader of English
Responsible to	Deputy Headteacher
Allowance	TLR1.2 £10,714
Required	Easter or September 2023
Contract	Permanent

Subject Leaders work to:

- lead and manage the quality of students' work, progress, behaviour and attitudes
- work with parents to remove barriers to learning
- contribute to the general ethos of the school by setting high personal standards in the supervision of students and in their relationships with fellow staff members and all stakeholders
- set an example of enthusiasm and professionalism
- lead by example through excellent attendance, punctuality and quality of work
- ensure that each child, regardless of ability, is considered to be of equal worth and is given equality of opportunity
- have a high and proactive profile in areas available to students

1. Catholic Life of the School

Subject Leaders work to:

- Make the Mission Statement central to the discussions and work of the department
- Explicitly enhance and develop the Catholic ethos of the school
- Make the key action points of the School Learning Plan – Catholic Ethos for Learning central to all leadership work in the school
- Implement the Single Equality Policy
- Provide opportunities to develop deep relationships with all members of the community
- Provide opportunities for pupils to take on positions of responsibility and leadership in the Catholic life of the school and the wider community
- Provide opportunities for pupils to participate in activities which enable them to contribute to the development of the Catholic character of the school
- Liaise with the Chaplain to encourage pupils' participation and response to the Chaplaincy provision
- provide opportunities to develop pupils' interest and engagement in spiritual, moral, social, cultural and ethical issues
- Promote pupils' capacity for praise, thanks, forgiveness and readiness to celebrate life
- Encourage pupils' contribution to supporting the school as a cohesive community
- Be a critical link for the personal development of each child
- Provide opportunities for children to evaluate their contribution to the Catholic life of the school and express their own views and beliefs
- Encourage pupils to take full responsibility for themselves and their actions and encourage opportunities to congratulate others on their achievements, gifts and talents
- Develop a strong sense of personal worth of every child in their care
- Encourage children to actively participate in Student Voice, School Council, Prefect system, Open Evenings, and all leadership opportunities. Provide opportunities for student leadership within the subject.

2. Overall Effectiveness of the Department

- The quality of education in the department must be at least good, clearly working towards outstanding.
- All other key areas (*behaviour and attitudes, personal development, leadership and management*) must be at least securely good, with clear improvement work towards outstanding.
- Safeguarding must be effective.
- The Subject Leader of English will be expected to promote whole school literacy and work collaboratively with the Literacy Co-ordinator.

3. Quality of Education (Curriculum)

Curriculum Intent:

Subject Leaders ensure that

- The curriculum is ambitious for all and designed to give all students, particularly disadvantaged students and those students with SEND, the knowledge and cultural capital they need to succeed in life. This should be the national curriculum.
- The department's curriculum must be coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
- The curriculum must be successfully adapted, designed or developed to be ambitious and meet the needs of students with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence
- Students must study the full curriculum in the subject; it should not be narrowed. The national curriculum must be followed in Yrs 7 – 9 and there should be clearly articulated, educational reasons for any adaptations of this, (eg 2 year KS3 curriculum) which should be agreed by SLT
- The department's curriculum intent must be fully in line with the whole school curriculum intent, both in and out of the classroom

Curriculum Implementation

Subject Leaders ensure that:

- Teachers have good knowledge of the subject and courses they teach. They must provide effective support for those teaching outside their main area of expertise
- Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They must check students' understanding systematically, identifying misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches
- Over the course of study, teaching is designed to help students to remember long term the content they have been taught and to integrate new knowledge into larger ideas
- Assessment is used well by both teachers and subject leaders, for example to help students embed and use knowledge fluently, or to check understanding and inform teaching. Subject Leaders must understand the limitations of assessment and not use it in a way that creates unnecessary burdens on staff or students
- Teachers create an environment that focuses on students. The teaching materials and resources that teachers select – in a way that does not create unnecessary workload for staff – must reflect the school's ambitious intentions for the course of study. These materials should clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
- The work given to students is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge
- Reading is prioritised, to allow students to access the curriculum
- Teachers ensure that their own speaking, listening, writing and reading of English support students in developing their language and vocabulary well

Curriculum Impact

Subject Leaders ensure that:

- Students develop detailed knowledge and skills across the curriculum and, as a result, achieve well in the subject. This is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained in the subject

- Students are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study. Students with SEND achieve the best possible outcomes in the subject
- Students' work across the curriculum is of good quality
- Students read widely and often in the subject, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures in the subject, appropriate for their age.
- The department's curriculum intent and implementation are embedded securely and consistently across the department. It is evident from what teachers do that they have a firm and common understanding of the department's curriculum intent and what it means for their practice. Across all parts of the department, series of lessons contribute well to delivering the curriculum intent
- The work given to students, over time and across the department, consistently matches the aims of the curriculum. It is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
- Where a member of their teaching team is absent, work set for classes is of a high standard
- Students' work across the curriculum is consistently of a high quality
- Students consistently achieve highly, particularly the most disadvantaged. Students with SEND achieve exceptionally well.

3. Behaviour and Attitudes

- Relationships among students and staff must reflect a positive and respectful culture; students must be safe and must feel safe.
- The department must have high expectations for students' behaviour and conduct.
- These expectations should be commonly understood and applied consistently and fairly across the department. This will be reflected in students' positive behaviour and conduct. Low-level disruption must not be tolerated and students' behaviour must not disrupt lessons or the day to day life of the department.
- Subject Leaders must support all staff in their department well in managing student behaviour
- Subject Leaders ensure that students follow appropriate routines and school policy
- Subject Leaders create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.
- There is demonstrable improvement in the behaviour and punctuality of students who have particular needs
- Subject Leaders use effective strategies to ensure that students' attitudes to their learning in the subject are positive, and that students are committed to their learning, knowing how to study effectively and do so, are resilient to setbacks and take pride in their achievements in the subject
- Subject Leaders must use effective strategies to ensure that children are punctual to lessons in their department. When this is not the case, the Subject Leader must take appropriate, swift and effective action
- The department must reintegrate any excluded students appropriately on their return and manage their behaviour effectively.

Subject Leaders work hard towards ensuring that:

- Students behave with consistently high levels of respect for others. They play a highly positive role in creating a department environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated
- Students consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Students make a highly positive, tangible contribution to the life of the department. Students actively support the well-being of other students.
- Students behave consistently well in the department, demonstrating high levels of self-control and consistently positive attitudes to their education. If students struggle with this, the department takes intelligent, fair and highly effective action to support them to succeed in the education.

4. Personal Development

Subject Leaders ensure that:

- The curriculum in the subject extends beyond the academic, vocational or technical and provides for students' broader development. The department's work to enhance students' spiritual, moral, social and cultural development must be of a high quality
- The curriculum and the department's effective wider work support students to be confident, resilient and independent, and to develop strength of character
- The department provides high-quality pastoral support. Students know how to keep physically and mentally healthy and have an age-appropriate understanding of healthy relationships
- The department provides a wide range of opportunities to nurture, develop and stretch students' talents and interests. Students appreciate these and make good use of them.
- The department prepares students well for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect
- The department promotes equality of opportunity and diversity effectively. As a result, students understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities
- Opportunities are provided in the subject for students to engage with views, beliefs and opinions that are different from their own in a considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated
- The department provides students with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Students know how to discuss and debate issues and ideas in a considered way
- The department prepares students for future success in education, employment or training. All students receive unbiased information about potential next steps in the subject. The department provides good quality, meaningful opportunities for students to encounter the world of work.
- The department consistently promotes the extensive personal development of students. The department goes beyond the expected, so that students have access to a wide, rich set of experiences. Opportunities for students to develop talents and interests are of exceptional quality
- There is a strong take-up by students of the opportunities provided by the department. The most disadvantaged students consistently benefit from this excellent work
- The department provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the department's offer
- The way the department goes about developing students' character is exemplary and is worthy of being shared with others

5. Leadership and Management

Subject Leaders:

- Have a clear and ambitious vision for providing high-quality education to all students. This is realised through strong, shared values, policies and practice
- Focus on consistently improving and developing over time, teachers' subject, pedagogical and pedagogical content knowledge in order to enhance and consistently improve the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including newly qualified teachers, build and improve over time
- Aim to ensure that all students successfully complete their programme of study in the subject. They provide the support for staff to make this possible. They create an inclusive culture throughout the department
- Engage effectively with students and others in their community, including, where relevant, parents, employers and local services. Engagement opportunities are focused and purposeful
- Protect staff from bullying and harassment
- Report to governors, share their clear vision and strategy, in line with the school vision and strategy, and are held to account for the good management of resources and the quality of education in the department
- The department has a culture of safeguarding that supports effective arrangements to identify and help students.
- The department leads e-safety at whole school level.
- The department is able to support staff CPD needs for remote learning.

Subject Leaders work hard towards ensuring that:

- Ensure that teachers receive focused and highly effective professional development
- Ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly.
- Staff in their department consistently report high levels of support for well-being issues

PLEASE NOTE THAT SUCCESSFUL APPLICANTS WILL BE REQUIRED TO COMPLY WITH ALL SCHOOL POLICIES.

Our Lady Queen of Peace Catholic Engineering College is committed to safer recruitment practice and pre-employment checks will be undertaken before any appointment is confirmed. This post is subject to a satisfactory Disclosure and Barring Service (DBS) enhanced disclosure certificate. The school is committed to safeguarding and promoting the welfare of children and young people and expects staff and volunteers to share that commitment.

Person Specification

CRITERIA	ESSENTIAL	DESIRABLE	ASSESSED
Qualifications, Training & Experience	<ul style="list-style-type: none"> • Qualified Teacher Status • A good degree in relevant subject area • An excellent track record of teaching English across KS3 & KS4 • A record of continued & relevant professional development 	<ul style="list-style-type: none"> • Knowledge of / Experience of current educational leadership and management practice and issues • Evidence of working as a reflective practitioner, using a variety of approaches to secure on-going professional development • Involvement in initiatives that have shown significant impact, securing improved outcomes for children • Catholic Certificate in Religious Studies • Additional qualifications • Honours graduate 	<p>Application Form</p> <p>References</p>
Skills, Knowledge & Aptitudes	<ul style="list-style-type: none"> • Excellent subject knowledge & skills • Excellent classroom practitioner and committed to high quality teaching and learning • A record of good examination results at KS4 • Drive and enthusiasm • Ability to lead by enthusing, inspiring and motivating staff and learners • Flexible, positive approach to new courses • Commitment to extra-curricular provision • Good competence in the use of ICT and a clear interest in the development of technologies in the department • Reflective practitioner • Committed to personalisation and differentiation • Commitment to inclusion • The capacity to deliver remote learning 	<ul style="list-style-type: none"> • Record of effective leadership and management skills • Experience of raising standards of teaching in others • Experience of working with colleagues from different curriculum areas • Track record of raising achievement • Ability to use data to inform planning and monitor progress • Evidence of networking to improve standards • Experience of a recent OFSTED inspection 	<p>Application Form</p> <p>References</p> <p>Task</p> <p>Interview</p>

CRITERIA	ESSENTIAL	DESIRABLE	ASSESSED
Personal Qualities	<ul style="list-style-type: none"> • Committed to supporting the Catholic ethos of Our Lady's • Be passionate about your subject and committed to improving teaching and learning • Excellent interpersonal and communication skills • Excited by change and challenges • Committed to the school's mantra 'proud to belong' • Good sense of humour • Capacity for hard work and resilience • Ability to form and maintain appropriate relationships and personal boundaries with learners • Ambitious • Committed to the development of extended school activities including academic study support 	<ul style="list-style-type: none"> • Practising Catholic 	Application form Interview References Task

Appointment Process

NOR 912

Please visit our website www.olqp.org.uk for more information about the school.

Closing Date for Applications: 12 noon on Monday 6th February 2023
Shortlisting: Tuesday 7th February 2023
Interviews: Wednesday 8th February 2023 (to be confirmed)

Applicants are asked to provide a completed application form and a supporting statement (no more than 1,300 words) detailing why you believe your experiences, skills, personal qualities, training and/or education are relevant to your suitability for the post and how you meet the person specification. You should pay particular attention to the national standards for the position for which you are applying.

Governors would prefer applications to be returned by email to Mrs Natalie Barber, HR Manager: n.barber@olqp.lancs.sch.uk.

Please note: Receipt of an application will be acknowledged by email. Subsequently, if you have not been contacted within two weeks of the closing date, you should assume that your application has been unsuccessful. It is our policy to take up references for shortlisted applicants from their present school. It would greatly assist this process if you were able to supply email addresses for all referees on your application form. Applicants will be asked to produce original certificates for all education qualifications stated in the application form prior to the appointment being confirmed. All appropriate safeguarding and attendance at work checks will be requested.

If you have any questions regarding the vacancy or application process, please contact us via the details below.

In Christ We Grow

Our Lady Queen of Peace

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Our Lady Queen of Peace Catholic Engineering College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is subject to full DBS clearance.