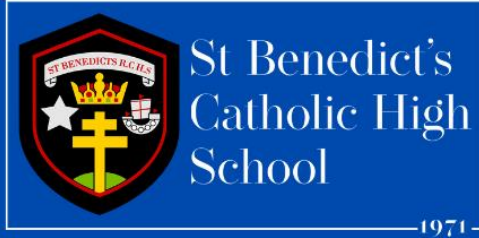


Through love of Christ, delight in Virtue



Teacher of
English

Required for September 2024



ST BENEDICT'S CATHOLIC HIGH SCHOOL CONTEXT & EDUCATIONAL VISION

St Benedict's Catholic High School is an 11-19 school, with a current roll of 1037 students and a well-established Sixth Form (West Cumbria Catholic 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, 144 students study in the Sixth Form. The school's last Ofsted inspection took place in December 2019 and the school maintained its good with outstanding features judgement. 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. The school moved to a brand new £33m purpose-built Campus with state-of-the-art facilities in January 2019.

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 has 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 typically 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 both our staff and our students. We encourage a sense of self-awareness, self-worth, and self-fulfilment, so that our students have every opportunity to flourish spiritually and become well-rounded and highly employable individuals ready to take their place in society as tomorrow's role models. Our Benedictine virtues are central to everything we do. We aim for our students to show dignity, humility, diligence, truthfulness, stewardship and forgiveness.

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 number of major nuclear related industries. The Sellafield Nuclear Plant is located approximately 8 miles from the school. 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.

What We Want for Our Students as part of the Campus Whitehaven

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 21st 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 a wide variety of employment opportunities.

Our learners need to develop problem-solving abilities, flexibility, the ability to access, select and analyse information from appropriate sources, write accurately, be numerate, be able to present and communicate effectively. They should demonstrate independence of thought, the ability to assess risk and make well-informed decisions, co-operate as part of a team, be adventurous, and have a sense of responsibility and self-discipline. They should be 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.

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. In Year 7, students are initially taught in mixed ability classes for all subjects. As students progress through key stage 3 they will be placed in sets according to their ability, attainment and progress for some subjects and remain in mixed ability classes for the others. These sets are reviewed regularly and changes made as appropriate.

Within each band students have lessons in:

English	Mathematics	Science	Religious Education
History	Geography	French	Art and Design
Computer Science	Music	Physical Education	
Technology (including Food Technology and Design Technology)			

In Year 9 Spanish and German are also offered.

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.

All students are able to take the full suite of EBacc qualifications including a choice of humanity subject and a choice of language. We also offer the three separate sciences. To make this possible it becomes one of their option choices.

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 Sixth Form are:

Art, Craft and Design	Geography	Core Mathematics
Biology	EPQ	Business
German	Maths	Science Applied
Chemistry	Government & Politics	Sociology
Computer Science	Health & Social Care Applied	Sport (BTEC)
Design Technology (Product Design)	History	
English Language	Performing Arts	
English Literature	Physics	
French	Christianity, Philosophy & Ethics	
Further Maths		

APPOINTMENT OF FULL/ PART TIME TEACHER OF ENGLISH

Required for 1st September 2024 (permanent contract)

We are seeking to appoint an enthusiastic, inspirational and talented teacher to join our experienced team of specialist colleagues within the English Department. We want a person who is passionate about learning and teaching in their specialist field and who is willing to take part in developing the vision, commitment and determination to raise standards across all levels and abilities.

CLASSROOM TEACHER JOB DESCRIPTION

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

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.



QUALIFICATIONS, SKILLS & EXPERIENCE:

Qualifications and Professional Development	<p>Essential</p> <ul style="list-style-type: none">• Graduate• Qualified teacher status <p>Desirable</p> <ul style="list-style-type: none">• Higher degree• Membership of a national professional organisation• Practising Catholic• CCRS certificate
Knowledge, Skills and Competences	<p>Essential</p> <ul style="list-style-type: none">• Excellent teacher of students across a range of abilities at key stages 3 and 4.• Understanding of a well sequenced curriculum across the National curriculum• Ability to use assessment strategies to check for understanding• In-depth knowledge of recent developments in teaching and learning• Strong ability to manage students from all backgrounds• Excellent communication and presentation skills, both written and oral• Understanding of whole school approaches to behaviour management <p>Desirable</p> <ul style="list-style-type: none">• Excellent teacher of students across a range of abilities at key stage 5
Experience	<p>Essential</p> <ul style="list-style-type: none">• Experience of Key Stage 3 and 4 <p>Desirable</p> <ul style="list-style-type: none">• Experience of Key Stage 5.

ABOUT THE ENGLISH DEPARTMENT

The English Department currently consists of a team of 9 English specialists and most lessons are taught in one of the new English classrooms on B Floor.

We have a wealth of experience in our department and are able to offer a lot of support to ECTs as a number of members in our department have experience of mentoring. As a well organised department, we are easily able to support and offer time to support any new member of staff transition to our school.

The department is well resourced and uses a variety of different texts, teaching approaches and technology to deliver exciting and challenging English lessons. Schemes of work are reviewed regularly to ensure they are relevant and engaging and Thursday CPD sessions are often used to build on current resources and schemes of learning in our shared TEAMS page.

As a department, we have spent a lot of time creating resources as part of our shared planning initiative to support with workload as well as consistency across the department; this means that all our units are very thorough and well researched to ensure maximum challenge.

We are an ambitious department, with high expectations of ourselves and our students; we are always reflecting on how we can develop our practice to continually raise attainment.

The Curriculum

At Key Stage 3, Key Stage 4 and Key Stage 5 our students complete regular formative key pieces known as 'Big Writes.' In line with OFSTED's advice to teach students the components before the composite, our schemes of work build key skills up gradually before students bring the skills together in a 'Big Write' which is a question in the style of their summative assessment.

Across the key stages, our students are given 'Merit Words' to enhance their vocabulary and are encouraged to use these in verbal and written responses. We work closely with our literacy coordinator, who has helped us integrate 'Voice 21' strategies into our schemes of work for developing the spoken language of our students and to ensure our students are articulate in both spoken and written form.

Our curriculum is interleaved, and is defined by links from KS3 to KS5, to support the retention of knowledge.

As well as the main curriculum we offer a bespoke curriculum to students with additional needs, to ensure that all children feel and are successful in English.

We have a robust reading strategy which includes intervention at every level of need: Fresh Start for phonics and our fluency programme take place outside of English lessons and Reciprocal Reading is used in class to improve comprehension skills.

Key Stage 3

Students in Key Stage 3 are taught in two parallel bands and students have four 55-minute periods of English per week. We offer a challenging and engaging curriculum, that focuses on developing the cultural capital of our students through the teaching of wider knowledge. We are proud of our modern and relevant KS3 curriculum which covers issues such as cultural diversity, class and race and loneliness in the modern world, as well as links to defining historical events like WW1 and the Russian Revolution. Our students are exposed to various genres in their reading and creative writing units such as crime, the gothic and dystopia and read a wide range of fiction and nonfiction in each year. We also offer a bridging curriculum for our SEND students, which has been built with close primary links and includes a focus on key literacy skills for life.

Key Stage 4

Students in Key Stage 4 are taught in sets, and they have five 55-minute periods per week. We teach AQA GCSE English Language and English Literature and we offer AQA unit awards for our SEND students in our bridging groups. All our units at GCSE are very well-resourced and researched and we offer a choice of texts for Shakespeare, the C19th novel and the modern novel.

Key Stage 5

We offer A Level English Language (AQA) and English Literature (AQA). Both are very popular choices in the 6th form and students achieve excellent results. We have a number of specialists, who have contributed to develop our very thorough A Level unit to ensure our students are prepared for the A Level and beyond. We also offer GCSE English resit opportunities.

ST BENEDICT'S SCHOOL 'OFFER'

- Brand-new facilities in teaching areas organised in department clusters
- Modern classrooms – all with 'Clevertouch' screens
- Expert support and CPD for you as a classroom practitioner – our school is committed to supporting you to be an outstanding teacher
- 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
- 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

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.