

Our Lady Queen of Peace

Catholic Engineering College



Application Pack

Subject Leader of English

January 2019

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Subject Leader of English

Welcome



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

Our school is regularly over-subscribed with first choice applications and has grown in recent years so that we have 900+ students on roll. I am extremely proud to lead our school and our children are proud to come to our school. They know and understand that we exist for them and they are at the heart of all that we do. The core purpose of our school is to ensure that every child develops their individual and unique talents, unlocking their true potential. We believe that our core Christian values enable children to grow as well-rounded young people who know right from wrong. High standards of appearance and behaviour are crucial to the well-being and development of all children in our care and we provide a network of support for each individual child. Our parents regularly comment that our staff are always available to help both parents and students alike and that they are fully committed to their vocation. Our Mission Statement encapsulates the very purpose of our existence as a school – *In Christ We Grow*.

We know that examination results are an important part of preparing children for a bright and successful future and we have a track record of securing outstanding results for our students. You will see from our website that our children achieve exceptionally well. Our students of 2018 demonstrated great determination and resilience in the face of an increased level of challenge.

There has been a significant increase in the number of grade 9s awarded across a range of subjects throughout the school, with exceptional performances from some students.

Our Lady's is extremely proud to have been re-accredited in July 2018 with the National Award as a Flagship School for Inclusion; we celebrate the achievements of all our students regardless of their ability, some of whom have successfully overcome very challenging barriers to learning.

As a specialist Engineering College we encourage students to undertake a range of STEM (Science, Technology, Engineering, Maths) related subjects and are exceptionally pleased to report excellent attainment in Maths,

Engineering, Biology, Chemistry, Physics and Technology subjects.

Such results are a testimony to the students' hard work, dedication and high aspirations. This is only achieved because our students come first and our staff will move any mountain to ensure their success. We know that to achieve excellent results children must have outstanding relationships with each other and with our staff. Our philosophy is that children learn through outstanding relationships with their teachers and it is an ethos of love, compassion and humility that secures confidence and success in our young people.

Children must know that each one of them is as important as the next person and that we will do whatever is necessary to help them to achieve, regardless of their ability and starting points. This mission was recognised when we were the first school ever to achieve the Inclusion Quality Mark and Centre of Excellence for Inclusion simultaneously and the Specialist Schools and Academies Trust outstanding award for pupil progress.



At Our Lady Queen of Peace, our curriculum is creative and allows children to achieve because it is tailored to their individual needs. We believe that all children should study a wide range of courses to prepare them fully for their future. We place a great deal of emphasis on developing international links to offer children a wide range of experiences. Our native speakers in modern MFL, for example, enable us to offer French, Spanish and Japanese courses. Our specialist Engineering status ensures we place a great deal of emphasis on excelling in Science, Maths, Technology and it underpins teaching and learning across the school. It allows us to offer unique experiences to our students and we host an international summer school every other year with children from Skelmersdale, Russia, Mauritius and Ghana working on the science of flight with pilots from Easyjet. We hold the International School Award at the highest level in recognition of the work we do at an international level. We have also been awarded the Engineering Specialism Quality Mark at the highest level due to the impact of Engineering on raising standards and developing wide ranging experiences across the whole school.

As a school, we firmly believe that our children should have the very best facilities. Governors are constantly investing in the school building to keep our school looking fantastic. We recently developed our new Library which contains £15,000 worth of brand new books to capture the interest of our students and foster a love of reading. We built our new block, containing a Year 11 Common Room and an iPad suite which has now been extended to include a new ICT suite and the RE department. Our facilities are respected and valued by our children; this is why there is no litter or graffiti. This is another example of core values in action – care and respect for our environment and all those who learn in it. We actively listen to the views of our children and our School Council plays a fundamental role in the decisions made in our school.

The closing date for return of completed application forms is **12 noon on Monday 4th February 2019**. 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 do appreciate that the appointment process can be a particularly stressful one, especially during the interview stages, however I hope that the experience will be of mutual benefit. 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 and remind you that I would welcome informal visits to the school.

Finally, I would encourage you to have a look on our website, read our school magazine – *The Link* – which contains lots of exciting information and follow us on Twitter to keep up-to-date with the latest events at our school.

Yours faithfully

A handwritten signature in black ink that reads "A. Knight".

Ms A Knight
Headteacher



Our Lady Queen of Peace

Catholic Engineering College

Subject Leader of English

Our Lady's Philosophy & Principles



"Proud to Belong"

Our school is a Catholic school with an Engineering specialism situated in Skelmersdale, Lancashire. We have outstanding links with local primary schools. We are proud to be a strong faith community and welcome children from other Christian and religious backgrounds.

Our expectations and standards are high; we seek to be outstanding in all that we do and demand excellence from all our learners. Success is recognised and celebrated in all aspects of school life and we are very proud of our academic achievements, extensive extra-curricular provision and our major sporting, musical and dramatic achievements. We expect all our young people to work hard and create a positive learning environment for others. Our staff is expected to adhere to school policies and strive to be *consistently outstanding* in all aspects of their professional roles at Our Lady's. We are fully committed to all aspects of the Single Equality Policy, the safeguarding of learners and staff and promoting community cohesion.

Great value is placed on parental partnerships and we believe that it is crucial to work together to ensure that our children receive the best possible education and are prepared for their future life. This is done in a positive, friendly atmosphere which is based on mutual respect. Parents can expect excellent information, advice and guidance through: progress and written reports, Parents' Evenings, Information Evenings and parents are always welcome to make an appointment to come into school to meet Learning Managers, Form Tutors and Teaching Staff. Parents may contact the leadership team at any point to discuss any worries or make suggestions on how to continue to improve our school.

To live by our Mission Statement "In Christ We Grow" is at the heart of all that we do. It is our mission to make Christ known to every child and foster genuine love in each of them. We recognise that it is of fundamental importance that Christian principles are at the centre of every aspect of school life. Our staff works on the understanding that Catholic education is a journey that never ends and we strive to help our community to make the connection between faith,

learning and life. We work on the principle that it is not what we educate but how we educate that is important and that children will only learn through outstanding relationships with staff charged with their formation. The school strives to be a positive influence in the life of the local Church by enabling the learners to experience a living tradition of faith and by maintaining the highest ideals within the curriculum. We recognise the social diversity and the need to work for cohesion in our society.

The moral, spiritual, social and cultural development of all learners permeates the curriculum. We aim to maintain a just and caring school community in which all learners, teachers and members of the associate staff are given personal recognition and a sense of security, respect and dignity. We believe that it is only in such an environment that learners can recognise and appreciate achievement in its various forms including high academic standards and good examination results.

All learners are encouraged to fulfil their full potential, personal ambitions and aspirations within a safe and caring environment.

Our Engineering Status reflects our commitment to supporting the local community. The development of the work force for the future through the extension of problem solving, team work and creative thinking is important. "Engineering The Future" is the theme for our college status.

Every effort is made to cater for the individual needs of learners. The recognition of the continuity and progression of education means that Our Lady's works closely with our partner primary schools and with the post 16 institutions especially St. John Rigby 6th Form College. We are the first school to have been given the Inclusion Quality Mark and Centre of Excellence at the same time. It is testament to our mission to be fully inclusive, break down barriers to learning and allow everyone to flourish, regardless of their starting point. Our 75 minute lessons allow for full differentiation to ensure no-one is left struggling or in need of further materials to stretch and challenge the mind.

Great emphasis is placed upon the need for learners to develop self-discipline and respect for others. The wearing of school uniform is insisted upon. High levels of attendance and punctuality are viewed as vitally important. Good manners and courtesy to others are expected from everybody. Good order and the importance of personal relationships are insisted upon throughout the school to allow genuine learning and academic and personal development to take place. Poor behaviour will not be tolerated but every effort is made to stress the positive and celebrate achievement to boost the self-esteem, confidence and dignity of the individual members of Our Lady's. An array of out of class activities give learners the opportunity for self-expression and the



enjoyment and satisfaction which comes from achievement. Motivation is enhanced through the relationships that are strengthened through engaging with staff in different situations

The school depends on the partnership with the parents. Our home-school agreement recognises the role we play in ensuring the best for the learners. All learners receive personal study opportunities. Communication through reports, meetings and the learners' journals ensures close links.

In general the school aims to create an ethos that supports a sense of co-operation, pride, identity and purpose in all learners, members of staff and parents. The raising of standards is a key theme throughout Our Lady's. Our learners deserve the best. Our Catholic ethos is realised through making the most of opportunities to progress and achieve.

In summary.....

The culture of this school is one of hard work, of service and of 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 need talented, committed teachers and high quality leadership to enable Our Lady's to become a consistently outstanding Catholic high school where all continue to be Proud to Belong.

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
Salary	Applications welcomed from Main Pay Range and Upper Pay Range (£23,720 - £39,406)
Allowance	TLR 1.2 (£9,664)
Required	September 2019
Contract	Permanent

Subject Leaders:

- make the Mission Statement central to the discussions and work of the department
- work to 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
- contribute to the general ethos of the school by setting high personal standards in the supervision of learners and in their relationships with fellow staff members
- ensure that the school’s strategic vision and the annual learning plan informs the direction of learning for their department
- are the team who have responsibility for the overall leadership and management of the day to day quality of learners’ work, behaviour, appearance, attendance, punctuality and involvement in out of class opportunities in each curriculum area in Our Lady’s
- endeavour to remove barriers to learning
- remuneration depends on the number of staff in the department, the number of periods at each key stage and the appraisal responsibility
- ensure that our Engineering specialism is explicit in their department.
- develop a system for the self-evaluation of their curriculum area to support the maintenance of a departmental SEF
- work in liaison with key staff to ensure the attainment gap continues to narrow for key groups of learners and progress for all learners in maximised
- set an example of enthusiasm and professionalism
- lead by example through excellent attendance, punctuality and high quality of assessment, planning and teaching
- are members of the Middle Leadership Team and are responsible to a member of the Senior Leadership Team for all aspects of the role

1 Outcomes

The Subject Leader ensures that:

- Throughout each year group and across the curriculum, current pupils make substantial and sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points.
- The progress across the curriculum of disadvantaged pupils and pupils who have special educational needs and/or disabilities currently on roll matches or is improving towards that of other pupils with the same starting points.
- Pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way. They can hold thoughtful conversations about them with each other and adults.
- Pupils read widely and often to a high standard, with fluency and comprehension appropriate to their age.
- For pupils generally, and specifically for disadvantaged pupils and pupils who have special educational needs and/or disabilities, progress from starting points is above average.
- From different starting points, the progress in English is high compared with national figures.
- The attainment of almost all groups of pupils is broadly in line with national averages, if below these, is improving rapidly.

2 The Quality of Teaching, Learning and Assessment

The Subject Leader ensures that:

- Teachers demonstrate deep knowledge and understanding. They use questioning highly effectively and demonstrate understanding of the ways pupils think about content. They identify pupils' common misconceptions and act to ensure they are corrected.
- Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.
- Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.
- Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.
- Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.
- Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.
- Teachers embed reading, writing and communication exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress.
- Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognize their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.

- Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.
- Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.
- Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.
- Teachers are quick to respond to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.

3 Personal Development, Behaviour and Welfare

The Subject Leader ensures that:

- Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress, They are proud of their achievements and of their school.
- Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view.
- Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.
- Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare.
- For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour. Where standards of behaviour were already excellent, they have been maintained.
- Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.
- Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.
- The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.
- Pupils have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites.
- Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.

4 Leadership and Management

Subject Leaders ensure that:

- They have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils is exemplary.
- They focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition.
- The department's actions have secured substantial improvement in progress for disadvantaged pupils. Progress is rising.
- Staff and resources are deployed effectively; the pupil premium and Year 7 literacy catch-up premium secures excellent outcomes for pupils. The Subject Leader does not shy away from challenging staff about variations in outcomes for pupil groups and between disadvantaged and other pupils nationally.
- They have a deep, accurate understanding of the department's effectiveness informed by the views of pupils, parents and staff. They use this to keep the department improving by focusing on the impact of their actions in key areas.
- They use high quality professional development to encourage, challenge and support teachers' improvement. Teaching is highly effective across the department.
- Staff reflect in and debate the way they teach. They feel deeply involved in their own professional development. Subject Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils.
- The broad and balanced curriculum inspires pupils to learn.
- Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the department's work.
- They promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school prevents any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.
- Safeguarding is effective. Subject Leader has created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan.
- Subject Leaders work to protect pupils from radicalization and extremism is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. High quality training develops staff's vigilance, confidence and competency to challenge pupils' views and encourage debate.

5 The overall effectiveness of the quality of education provided by the department

Subject Leaders ensure that:

- teaching, learning and assessment is at least good and is frequently outstanding and, together with a rich knowledge, engaging and challenging curriculum, contributes to outstanding learning and achievement.

- pupils, and particular groups of pupils, have excellent educational experiences in the department and these ensure that they are very well equipped for the next stage of their education, training or employment.
- there is excellent practice which ensures that all pupils have high levels of literacy appropriate to their age.
- the department's practice consistently reflects the highest expectations of staff and the highest aspirations for pupils, including disabled pupils, those with special educational needs and disadvantaged pupils.
- where there are elements of the department that are less than outstanding, strategies are being implemented to make rapid improvement
- best practice is spread effectively in a drive for continuous improvement.
- other principal aspects of the department's work are good or outstanding.
- the department's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development enables them to thrive in a supportive, highly cohesive learning community.
- all colleagues in their department are safeguarding children effectively

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 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 an enhanced DBS disclosure, satisfactory references and medical clearance.

Person Specification

CRITERIA	ESSENTIAL	DESIRABLE	ASSESSED
Qualifications, Training and Experience	<ul style="list-style-type: none"> • A good degree in relevant subject area • QTS • A record of continued & relevant professional development • An excellent track record of teaching English from 11 to 16 • Involvement in initiatives that have shown significant impact, securing improved outcomes for children • Contributed to whole school CPD programme 	<ul style="list-style-type: none"> • Additional qualifications • Knowledge 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 • Experience of leadership and management 	<p>Application Form</p> <p>References</p>
Skills, Knowledge and Aptitudes	<ul style="list-style-type: none"> • Excellent subject knowledge and skills • Outstanding classroom practitioner and committed to outstanding teaching and learning • Ability to use data to inform planning and monitor progress • Commitment to extra-curricular provision • Commitment to supporting whole-school events • Forward thinker and visionary • Expertise in raising standards of learning and teaching • Drive and enthusiasm • A record of very good examination results at KS3/4 • Ability to lead by enthusing, inspiring and motivating staff and learners • Flexible, positive approach to new courses • Good competence in the use of ICT and a clear interest in the development of technologies in the department • Committed to personalisation and differentiation • Reflective practitioner • Collaboration to share best practice • Quality assurance to identify strengths and AfL • Commitment to inclusion 	<ul style="list-style-type: none"> • Record of effective leadership and management skills • Experience of working with colleagues from different curriculum areas • Track record of raising achievement • Evidence of networking to improve standards • Current or recent examiner/exam board training 	<p>Application Form</p> <p>References</p> <p>Task</p> <p>Interview</p>
Personal Qualities	<ul style="list-style-type: none"> • Be passionate about English and committed to improving teaching and learning • Committed to supporting the Catholic ethos of Our Lady's • Excellent interpersonal and communication skills • Excited by change and challenges • Committed to the school's mantra 'consistently outstanding' • Good sense of humour • Capacity for hard work and resilience • Ability to form and maintain appropriate relationships and personal boundaries with learners • Ambitious 	<ul style="list-style-type: none"> • Practising Catholic 	<p>Application form</p> <p>Interview</p> <p>References</p> <p>Task</p>

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

Closing Date for Applications: 12 noon on Monday 4th February 2019
Interviews: w/c 11th February 2019

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.sh.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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