

Our Lady Queen of Peace

Catholic Engineering College



Application Pack

Assistant Headteacher (SEND/CO & DSL)

March 2023

Welcome

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 Assistant Headteacher (SENDCO & DSL) at Our Lady Queen of Peace Catholic Engineering College.

Assistant Headteacher (SENDCO & DSL)

We are looking for an inspirational Assistant Headteacher who is first and foremost an excellent teacher who can inspire a passion for excellent SEND provision across the school and can lead the team of teaching assistants to achieve excellence. A leader who can harness and build on our current strengths and who can pinpoint and act upon areas for development.

We wish to appoint an outstanding SENDCO & DSL to this key leadership position. The successful applicant will enjoy high status and demonstrate strong and purposeful leadership in supporting the wider effectiveness of the school. They will also take an essential lead in the safeguarding of students.

This post presents an exciting challenge for the right candidate and is a tremendous opportunity for personal development.

16% of our students are on the SEND Register and there are currently 18 EHCPs. The Department is supported by a team of 10 teaching assistants. The teaching assistant team provides in-class support, 1:1 Learning support, mentoring and key working for students with literacy, numeracy, communication, interaction and social and emotional difficulties. In addition, we have Key Stage 3 Nurture groups focusing on key elements of the curriculum and developing key skills.

Assistant Headteachers at Our Lady's are expected to lead by example and are empowered to lead their areas of responsibility and provide the highest quality experience for our students whilst also being supported by committed and highly visible colleagues in the Senior Leadership Team.

If you would like to arrange to visit the school for an informal conversation about the role, please contact the school's HR Manager, Natalie Barber on 01695 725 635 or by email: n.barber@olqp.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 Friday 24th March 2023**. 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	Assistant Headteacher (SENDCO & DSL)
Responsible to	Headteacher
Salary	Leadership Pay Spine L9-L14 (£53,973 - £61,042)
Required	September 2023 or as soon as possible
Contract	Permanent

Assistant Headteacher (SENDCO & DSL)

The key purpose of the Assistant Headteacher: SENDCO & DSL is to determine and lead on the strategic development of SEND provision in the school and, in turn, raise standards within this area, ensuring that the curriculum offer is appropriately challenging for all SEND students at Our Lady Queen of Peace.

The post holder will be responsible for:

- The day-to-day implementation of the SEND policy and co-ordination of specific provision to support individual students with SEN or a disability.
- Professional guidance to colleagues; working closely with staff, parents and other agencies.
- Data management on attendance, behaviour and progress for students with SEND.
- Line managing, deploying, appraising and holding to account the staff working within SEND.
- The Assistant Headteacher – SENDCO & DSL will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD.

1. MAIN RESPONSIBILITIES

ASSISTANT HEADTEACHER (SENDCO)

- Lead the work of the SEND Department at whole school level.
- Have a strong understanding of the backgrounds of all SEND students, especially the most vulnerable students.
- Promote high expectations and have high aspirations for student outcomes through excellent practice and a relentless pursuit of students achieving their best.
- Promote a strongly inclusive culture in which SEND students will thrive.
- Ensure the strategic development and operation of SEN policy and provision.
- Have a strategic overview of provision for students with SEN or a disability across the school, monitoring and reviewing the quality of provision.
- Contribute to school improvement planning and self-evaluation, particularly with respect to provision for pupils with SEN or a disability.
- Make sure the SEN policy is put into practice and its objectives are reflected in the school improvement plan (SIP).
- Maintain an accurate SEND register and provision map that is well communicated with staff.
- Identify a student's SEND, co-ordinate the provision that meets the student's needs, secure the relevant services where necessary and monitor the effectiveness of that provision.
- Hold responsibility for SEND assessment, consultations, annual reviews and EHCP requests
- Guide and manage the assess, plan, do review cycle withing the school

- Ensure that the SEND Code of Practice is being followed.
- Ensure that all subjects offer a curriculum that addresses the needs of all SEND students.
- Ensure that subject strategies for assessment meet the needs of all SEND students.
- Evaluate the effectiveness of SEND provision across the school and continually strive to improve.
- Lead on CPD that addresses key Teaching & Learning priorities for SEND & strong pastoral care.
- Lead SLT and curriculum leaders in establishing a clear quality assurance system, which informs teachers about gaps in their knowledge, skills and understanding of students with SEND.
- Ensure that staff know their SEND students and can adapt their teaching and respond appropriately to student needs.
- Support newly qualified staff, experienced teachers and leaders in their professional development in relation to SEND.
- Use evidence to support staff to improve and hold them accountable.
- Triangulate attendance, behaviour and curriculum data to ensure the school's high expectations on student performance are achieved and the necessary support and intervention to achieve this is put into place.
- Develop a system that evidences the progress and achievements of all students within the SEND Department.
- Present data, impact and next steps at SLT meetings and termly Governor meetings.
- Liaise with primary schools and ensure a smooth transition to secondary school.
- Ensure if a student transfers to or from another school mid-year, all relevant information is conveyed and support a smooth transition for the student.
- Promote SEND students' inclusion in the school community and access to the curriculum, facilities and extra-curricular activities.
- Work with the Headteacher and Governors to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements.
- Ensure a consistent approach across the school to all policies that relate to students with SEND.
- Develop strong relationships with parents and carers, (community), without compromising the school's high expectations.
- Maintain up-to-date knowledge of national and local initiatives that may affect the school's policy and practice.
- Advise on the use of the school's budget and other resources to meet students' needs effectively, including staff deployment.
- Evaluate whether funding is being used effectively and suggest changes to make use of funding more effectively.
- Be a key contact for and work with external agencies, such as other schools, educational psychologists, health & social care professionals and the local authority.
- Be aware of the provision in the Local Offer.

ASSISTANT HEADTEACHER (Designated Safeguarding Lead - DSL)

The Assistant Headteacher DSL will lead a wider safeguarding team of other SLT and non-teaching safeguarding leads and is expected to:

Manage Referrals

- Refer cases of suspected abuse to the local authority children's social care as required.
- Support staff who make referrals to local authority children's social care.
- Refer cases to the Channel programme where there is a radicalisation concern as required.
- Support staff who make referrals to the Channel programme.
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.
- Refer cases where a crime may have been committed to the Police as required.

Work with others

- Liaise with the Headteacher to inform of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. The DSL should be aware of the requirement for children to have an Appropriate Adult with them.
- Work with the "case manager" and designated officer(s) at the local authority for child protection concerns in cases which concern a staff member.
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.
- Liaise with mental health teams where safeguarding concerns are linked to mental health.
- Promote supportive engagement with parents especially where families may be facing challenging circumstances.

Raise Awareness

- The DSL should ensure each member of staff has access to and understands the School's Safeguarding and Child Protection Policy and that it is used appropriately.
- Ensure the School's Safeguarding Child Protection Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- Ensure the Safeguarding and Child Protection Policy is available publicly and parents know referrals about suspected abuse or neglect may be made and the role of the School in this.
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Child Protection File

- The DSL should keep detailed, accurate, secure written records of concerns and referrals and understand the purposes of this record keeping.
- The DSL is responsible for ensuring that child protection files are kept up to date in a secure and confidential place with restricted access. Records should include a clear and comprehensive summary of the concern, details of the action taken, decisions reached and the outcome.
- Where children leave the school, the DSL will ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained. An understanding that The Data Protection Act 2018 is not a barrier to sharing information to promote the welfare and protect the safety of children.
- In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

Availability

- During term time the DSL (or Deputy) should always be available (during School hours) for staff in the School to discuss any safeguarding concerns.
- Cover arrangements for any out of hours / out of term activities may be requested e.g. school visits.

2. GENERAL RESPONSIBILITIES

- Supervision of students during unstructured times such as pre-morning, break, lunch and post afternoon.
- Attendance at Senior Leadership Team meetings and other school events as and when required.

- Under the guidance of the Headteacher, undertake lesson observations and feedback to support quality assurance and appraisal processes.
- Be an excellent classroom practitioner who can teach a variety of classes across the ability range and key stages and who consistently achieves as a minimum "good", but often "outstanding", lesson observation grades.
- Achieve and maintain high standards of student attainment and progress within own classes.
- Fulfil the responsibilities indicated below and the terms and conditions of service required of an Assistant Headteacher as indicated in the Department for Education Terms and Conditions of Service.
- Be involved in any student intervention in order to provide support and raise standards.
- Contribute to the School Improvement Plan, SEF and Headteacher reports to governors.
- Support teachers to build constructive working relationships with students, parents and other staff.
- Participate in the school's staff development programme by participating in arrangements for further training and professional learning. Continue own professional development in relevant areas including subject knowledge and teaching methods.
- Actively engage in the appraisal review process of the school.
- Comply with all financial, safety, data protection, child protection and equal opportunity requirements and any other relevant guidelines.

PLEASE NOTE

- The above responsibilities are subject to the general duties and responsibilities contained in the 'School Teachers' Pay and Conditions' document.
- Your job description is not necessarily a comprehensive definition of the post. It will be reviewed periodically and may be subject to modification or amendment at any time after consultation with you.

Assistant Headteachers work to:

- lead and manage the quality of the curriculum content
- lead and manage as well as monitor 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 the school's learning environment
- ensure that the Catholic ethos underpins all that we do

1. Catholic Life of the School

Assistant Headteachers 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 School**

- The quality of education in the school 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.

3. **Quality of Education** (*Curriculum*)

Curriculum Intent:

Assistant Headteachers 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
- The curriculum intent must be fully in line with the whole school curriculum intent, both in and out of the classroom, in subjects line managed by SLT

Curriculum Implementation

Assistant Headteachers 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 Assistant Headteachers, for example to help students embed and use knowledge fluently, or to check understanding and inform teaching. Assistant Headteachers 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

Assistant Headteachers 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.
- Departments' 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

Assistant Headteachers:

- Relationships among students and staff must reflect a positive and respectful culture; students must be safe and must feel safe.
- The school 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.
- Assistant Headteachers must support all staff in their department well in managing student behaviour
- Assistant Headteachers ensure that students follow appropriate routines and school policy
- 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
- Assistant Headteachers 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
- Assistant Headteachers must use effective strategies to ensure that children are punctual to lessons in their department. When this is not the case, the Assistant Headteacher must take appropriate, swift and effective action
- Departments must reintegrate any excluded students appropriately on their return and manage their behaviour effectively.

Assistant Headteachers 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

Assistant Headteachers & the SENDCO ensure that:

- The curriculum 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

Assistant Headteachers:

- 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.

Assistant Headteachers 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 and Experience	• Qualified Teacher Status • A good degree in relevant subject area • An excellent track record of teaching across KS3 & KS4 • A record of continued & relevant professional development	• 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 • Postgraduate qualification: National Award for Special Educational Needs Co-ordination (NASENCo) or willingness to complete it as a condition of the acceptance of the post • DSL training or willingness to complete DSL training as soon as possible after appointment	Application Form References
Skills, Knowledge and Aptitudes	• 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	• 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	Application Form References Task Interview

	- development of technologies in the department • Reflective practitioner • Committed to personalisation and differentiation • Commitment to inclusion • The capacity to deliver remote learning	• Experience of a recent OFSTED inspection	
Personal Qualities	• 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 • Ability to work under pressure	• Practising Catholic	Application form Interview References Task

Appointment Process

NOR 917

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

Closing Date for Applications: 12 noon on Friday 24th March 2023

Interviews: Wednesday 29th March 2023

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

Glenburn Road
Skelmersdale
Lancashire WN8 6JW

Tel: 01695 725635

Email: n.barber@olqp.lancs.sch.uk

Website: www.olqp.org.uk

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.